SPRING 2019

AlumNotes

Hunter College High School Alumnae/i Association, Inc. • Volume 45, Number 3

MAKING ONE'S PATH: HUNTER SIBLINGS AND THEIR JOURNEYS

PAGE 10

Taking the Lead

Are you passionate about the education you received and the people you met at HCHS? Would you like to help ensure the tradition of fostering creative, intellectually curious, and original thinkers continues for students past, present, and future? The Hunter College High School Alumnae/i Association invites alums interested in serving on its Board of Directors for the fiscal year starting September 1, 2019 to apply now. See page 28 for details.

Mission Statement

The mission of the HCHSAA is to sustain a social and professional network for alumnae/i and to provide support to the high school and its students.

COVER PHOTO:
THE BURSTEIN SIBLINGS CIRCA 1945.
SAM BURSTEIN, MIRIAM BURSTEIN '41,
DEBORAH BURSTEIN KARP '39, PH.D.,
JOEL BURSTEIN

NEWS FROM THE SCHOOL

Intercultural Exchange on the Basketball Court

In December, the **Varsity and JV basketball teams** hosted—for the 11th year in a row—a travel team from Australia over the holiday break. Friendly competition allowed for cultural exchange and spirited games with players from Sydney, Brisbane, and Perth. The Australians also visited Washington, D.C., Florida, and North Carolina on their trip to the U.S.

OTHER BASKETBALL NEWS

Hunter Boys Varsity Basketball captured the PSAL Division A crown—their first division championship in five years— with a winning record of 14-2 in league play. Hunter was also invited to the Manhattan Borough Championships as the seventh seed in the city. A strong senior class has led the boys all year.

Hunter Girls Varsity Basketball finished another strong season in the PSAL. The Hawks finished 10-4 and therefore in second place in the PSAL Division A. The girls were ranked 20th in the city going into the PSAL playoffs, but they fell to the Bronx Science team, ranked 13, in a strongly fought second round playoff game. Coach Fox, along with a strong group of seniors, led the girls.

You can catch Hunter's teams in action live on the NFHS Network. Hunter College High School (HCHS), you can always watch all games live at NFHSNetwork.com/Schools/Hunter-College-New-York-NY.

Hunter Girls Excel at Soccer and Golf

Congratulations to HCHS' young ladies on the girls soccer and golf teams! For golf, the Hunter Girls team concluded a 10-0 season run in 2018 to win their third PSAL City Championship in a row. In soccer, the Girls Varsity Soccer team finished with a silver medal, coming in second in the city championship game. Their silver medal finish marked the first time in the school's history that the team made it to the soccer city finale!

NATIONAL HISTORY BEE & BOWL

Hunter History Bowl Club Winners!

The Hunter History Bowl Club swept the JV and Varsity divisions in individual and team events at the National History Bee and Bowl New Jersey State Championships! With 81 teams, this tournament was the second largest regional History Bowl ever hosted, and Hunter nevertheless overcame great odds.

In late January, the HCHS History Bowl team won its biggest regional tournament. History Bowl is a team competition of history knowledge with long questions (tossups) requiring buzzers and shorter bonus questions on which the team collaborates. History Bee is the individual version of this competition, with only tossups.

The Varsity team won the History Bowl with **Brian L. '19, Benjamin E. '20**, and Captain **Daniel M. '19**. Daniel also individually won the History Bee on the tiebreaker question after a very tense final, in which he played alongside teammate Brian.

Not to be outdone, the JV team also won the History Bowl, with **Ella L. '21, Ian L. '23**, and **Cerulean O '21**. Cerulean broke a five-way tie in the History Bee final on the last question to end as the individual champion, while Ian continued his meteoric rise by qualifying for the finals.

HCHS Chamber Ensembles Play at Lincoln Center

Congratulations to the extraordinary chamber musicians who were selected for the Inaugural Young Musicians New York City Regional Concert, hosted by The Chamber Music Society of Lincoln Center on Friday, February 15 at the CMS's Rose Studio at Lincoln Center.

HCHS had two ensembles selected:

DEBUSSY: TRIO NO. 1 IN G MAJOR, "ANDANTINO CON MOTO ALLEGRO"

Zoe P. '21: piano
Yuki K. '19: violin
Zaul T. '19: cello

DVORAK: PIANO QUARTET NO. 2 IN E-FLAT MAJOR, OPUS 87, "ALLEGRO CON FUOCO"

William T. '19: piano
Chelsea X. '20: violin
Callia L. '22: viola
Olivia M-L. '20: cello

Special thanks to **Mr. Stratechuk** for his support and guidance.

ARGUS Recognized for Excellence

The literary magazine *Argus* was selected to receive a rank of EXCELLENT in the 2018 NCTE (National Council of Teachers of English) Recognizing Excellence in Art and Literary Magazines (REALM) program.

Black History Month Lecture and Performance

Hunter College Campus Schools' Mosaic group hosted a talk in the school's auditorium by anti-racist activist and educator Tim Wise to close out Black History Month in February. Wise, who spoke to an audience of students, parents, and alumni, delivered a lecture called "Understanding Race and Class Inequity: Privilege and Merit in Progressive Spaces." Wise has spent 25 years presenting to high school and college students and has led workshops for corporate, government, entertainment, and law enforcement groups around the world.

A reception was hosted in advance of the lecture, and HCHS' African American Cultural Society (AACS) gave an opening performance. Entitled "We're Still Not Satisfied," AACS members presented an inspiring show including video montage, spoken word, interviews, modern dance, step, and song to celebrate Black History Month. Cheers go to the entire AACS group and their presidents Cheyenne W., Christina C., and Madison A., as well as their advisor Ms. Rovine.

HOLA Takes to the Stage

Congratulations to the students of Hunter's Organization of Latin Americans (HOLA) for their terrific and moving cultural club performances in February. Special thanks also go to their advisor, **Ms. Betancourt.**

DONOR *profile*

In this issue we introduce readers to our Donor Profiles section, a feature in which we interview alums who have supported programs at the school. Our first interview is with **Esther Rose'71, M.D.** a physician who does research for Janssen Pharmaceuticals.

***AN:* Why did you want to give back to the school?**

ER: Of all the schools that I have attended, I think my Hunter experience has had the most significant impact on shaping me as an individual. And since [Hunter] is a publicly funded school, they need our contributions to help enhance the students' academic experiences.

***AN:* What led to you funding the Philadelphia trips?**

ER: I had reached out to HCHSAA Executive Director Elyse Reissman because I was interested in funding some kind of a special project. We went back and forth and she described some of the things that were being done. I gave her an idea of how much I wanted to contribute and what the budget would be, and she came up with several suggestions. I found this one the most attractive because it involved all of the students in the 10th grade and provided enough opportunity to expand on the classroom activities by visiting sites that most students don't typically get to see. I remember that as a child my parents took me to Philadelphia, they took me to Colonial Williamsburg, and other historical places. Then, when I got to study them in school, I was able to make that extra connection with the places we visited in person and it helped bring history alive.

***AN:* How are you connected to the 10th grade social studies program?**

ER: It was really Elyse who made the contact with Ms. Jawanda, the Chair of the Social Studies department. They actually initiated the trip for the first time in October 2017. Ms. Jawanda wrote up a brief report, and I said I wanted to support the program. One of the things that impressed me was that on the trip I went on, I could see she had made some tweaks in the way the trip was conducted based on the experience they'd had the first year. Accordingly, they got to visit more places because she moved it to come later in the sequence of curriculum so that the students would have already had some experience learning about the places that they were visiting.

***AN:* What has been the most satisfying part of supporting this program?**

ER: Having the opportunity to meet the students and to see them exploring and discovering. This was particularly true in the Benjamin Franklin Museum, where a lot of the exhibits are very interactive. Independence Hall is more passive—we sat and listened to the guide talk about what happened. "This is *the room* where it happened." And then in the Museum of the American Revolution we were more scattered around to a number of different exhibits.

***AN:* What do you do professionally?**

ER: I am a physician and I do clinical research on drugs to treat patients with blood disorders and cancers. I work for Janssen Pharmaceuticals, which is a part of Johnson & Johnson.

***AN:* Does Johnson & Johnson provide a matching gift for your underwriting of this trip?**

ER: Yes. Johnson & Johnson has a very broad and generous matching gift program, and I have taken full advantage of it over the years to expand my own contributions to education and arts organizations. The matching gift from this year's trip is paying for next year's trip!

***AN:* Were you able to interact with the students during the trip?**

ER: Yes.

***AN:* Did the faculty and students**

follow up with you after the trip?

ER: Yes. I sent a few photographs I'd taken to Elyse and to Ms. Jawanda. Then, a couple of weeks later I received some really lovely thank you notes. There was one from each class. I was most moved by a note from one individual student. She described a lively discussion she'd had at the museum about the Daughters of Liberty and why their important activities weren't better known. She concluded her note by saying that she would have never had these conversations had this trip not happened. I don't think it gets any better than that.

AN: **What memories do you have of your social studies classes at Hunter? Or what recollection do you have of your days as a Hunter student?**

ER: I remember that my favorite social studies teachers were Mrs. Morello and Mr. Plass. Social studies was not my favorite subject—academically I was more drawn to mathematics and foreign languages. What comes to mind are some of my most enduring memories from my Russian class with Mrs. Ellberger. We each chose a Russian name to be called in class. I was Xena. In some cases, these names actually stuck to the people and became their name outside of class. We even signed each others' yearbooks using our Russian names. The second year we met we faced a problem with scheduling, as they couldn't find a slot in the day that everybody was able to make. We wound up having our class before school, which meant that we had to come in at 7:30 in the morning before school, and everybody was there. Now that's motivation! There were others, but that one stands out the most to me because it represented the biggest sacrifice.

AN: **Are there other initiatives at the high school that you have supported?**

ER: No, this is the first.

AN: **What other ways have you interacted with high school students? This is your first supporting gift.**

ER: This is the first one and I would really be interested in learning about other opportunities.

AN: **How do you hope that your gift will help Hunter students?**

ER: I am looking for some niches that the school budget cannot cover. Preferably, it would involve some kind of an outside activity that can complement classroom work and also raise awareness of a particular topic. For instance, some place where there is kind of a synergy between what [students] are doing in class and what they might like to do if they had an opportunity to go outside of the classroom.

AN: **You are a part of the class of 1971's innovative Gold Campaign. How has that been rewarding for you?**

ER: It's been rewarding to see how well we've been doing . . . to realize how many of our classmates feel the same way about our Hunter experiences and are so positive and are now willing to give back for the benefit of future generations. We are actually about to do another mailing to the class this month. We started back at the end of our 45th reunion, when we said, "We have five years to do this." I think that we also benefit from one of our classmates, **Alice Bruce '71**, being a professional fundraiser for the Massachusetts Society for the Prevention of Cruelty to Animals and sharing all her wisdom with us. That has really gotten us going. Plus, it is fun when we have these little mini reunions to get together and prepare mailings.

I remember taking the pictures. We did it at the end of the mailing prep and we posted it to Facebook. Immediately we started getting some responses, including from one classmate who had since relocated and was worried she wasn't going to get her letter. She gave us her new contact information so she wouldn't miss out.

AN: **What other interests do you have?**

ER: Photography has been my hobby since high school, and I actually have to credit a woman who was in the class ahead of me for sparking that interest through college. She also went to Cornell and became my role model for becoming a photographer for the *Cornell Daily Sun*. That became one of my first post-Hunter connections with an enduring impact.

Thank you, Elizabeth . . .
and thank you, Esther!

ALUMNI NEWS

IMAGE COURTESY OF *THE WASHINGTON POST*

ELENA KAGAN '77 RECEIVES FORDHAM-STEIN PRIZE

In February, **Justice Elena Kagan** was named the recipient of the 2018 Fordham-Stein Prize. Awarded annually by Fordham University, the prize was first established in 1976 and is presented to an individual in the legal profession who exemplifies the highest standards of practice in the field. Recipients demonstrate remarkable professional conduct, further the advancement of justice, and draw attention to the profession by emphasizing to the public the contributions of lawyers to society and government.

Kagan is the ninth Supreme Court justice to have been awarded the Fordham-Stein Prize. Previous recipients have included two chief justices of the United States, six associate justices of the Supreme Court, four former United States attorneys general, three former secretaries of state, and many prominent leaders of the bench and bar.

JEAN TOM '80 ELECTED TO NATIONAL ACADEMY OF ENGINEERING

Jean Tom is among this year's members elected to the National Academy of Engineering. One of the most recognized professional distinctions presented to an engineer, academy membership honors those who have made commendable contributions to "engineering research, practice, or education . . . and the pioneering of new and developing fields of technology."

Tom is Group Director of Process Research and Development at Bristol-Myers Squibb in New Jersey. She has demonstrated outstanding leadership in the process development of several commercialized drugs.

"[It is] an honor I could not have fathomed was a possibility when I started my journey into my field," she stated. "I thought about the start of the journey and it was as a student at Hunter College High School, where I had the most wonderful math and science teachers . . . which led me to Chemical Engineering and into the pharmaceutical industry [in which] I have been developing processes to make new medicines for the past 30 years."

This year's class of members includes 86 men and women from the United States and 18 from foreign countries, bringing the total U.S. membership to 2,297 and foreign to 272. Members in the newly elected class will be inducted during a ceremony at the National Academy of Engineering's annual meeting in Washington, D.C. this coming October.

LIN-MANUEL MIRANDA '98 RECEIVES TWO HONORS AND PURCHASES A BOOKSHOP

Lin-Manuel Miranda and his co-creators of *Hamilton* were among the recipients of the 2018 Kennedy Center Honors. Presented at The Kennedy Center in Washington, D.C., Miranda and *Hamilton* director Thomas Kail, choreographer Andy Blankenbuehler, and music director Alex Lacamoire received a special honor as "trailblazing creators of a transformative work." The other 2018 honorees included Cher, Reba McEntire, Wayne Shorter, and Phillip Glass.

On November 30, 2018 Miranda received another distinction for his creative achievements: a star on the Hollywood Walk of Fame. Noted Puerto Rican actress Rita Moreno and musical satirist "Weird Al" Yankovic spoke on Miranda's behalf at the unveiling ceremony.

From his earliest years, Miranda loved the theater. While a high school student at Hunter, he reportedly spent time reading scripts in the aisles of the Drama Book Shop when he was too young to have money to buy them. Now, the Grammy, Tony, and Emmy Award-winning writer and actor has taken steps to save the storied institution.

The Drama Book Shop has been a vital resource to aspiring actors, composers, and playwrights for more than a century and is

an important part of the fabric of the Theater District. In 2018, as Manhattan rents grew ever higher, the shop would clearly soon be forced to close its doors. Miranda and three of his creative partners from Hamilton purchased the book store along with support from the Mayor's Office of Media and Entertainment. The Drama Book Shop vacated its current space on January 20.

As joint owners of the book shop, the city, Miranda, and his colleagues will find an affordable space for the store in Midtown Manhattan. The Drama Book Shop is anticipated to reopen this fall, and the former owner, Rozanne Seelen, who purchased the store with her husband in 1958, will remain a consultant in relation to the book shop's operations.

A CHICAGO ADVOCATE FOR AFFORDABLE HOUSING

In August 2018, **Gail Schechter '80** was named Executive Director of Housing Opportunities and Maintenance for the Elderly in Chicago, championing intergenerational housing and housing support services to help low-income seniors simultaneously live independent and socially engaged lives.

Schechter was also reappointed as the sole official "affordable housing advocate" serving on the State Housing Appeals Board, the enforcement body of the Affordable Housing Planning & Appeal Act. Schechter, with other advocates, helped pass this 2003 law to ensure at least 10 percent of the housing in every Illinois community is affordable to low-income residents. A dedicated community organizer, Schechter is a certified Kingian nonviolence trainer and co-founder of the Addie Wyatt Center for Nonviolence Training in Chicago. Outside of work, she serves on the board of Chicago Peace Action and plays clarinet in the Lake Forest Civic Orchestra.

AN OSCAR-NOMINATED EFFORT

Mildred IATROU Morgan '73 was among 2019's Oscar Award nominees for Achievement in Sound Editing. The nomination was for work she performed on the film *First Man*, which is about Neil Armstrong and his years of preparation for the Apollo 11 mission to the moon in 1969. Morgan and her partner, R.A. Morgan, have been making videos together since the 1980s.

BRINGING TRADITIONAL BLUES TO LIGHT

Singer Maria D'AMATO Muldaur '60 was nominated for a 2019 Grammy Award in the Best Traditional Blues Album category. Her album, "Don't You Feel My Leg (The Naughty Bawdy Blues of Blue Lu Barker)" pays homage to New Orleans singer Blue Lu Barker, who wrote and recorded the album's title song in 1938. Barker went on to record several well-known albums and was inducted into the Louisiana Blues Hall of Fame in 1997. Muldaur first recorded the song "Don't You Feel My Leg" on her first solo album in 1973. To date it remains her most requested song. "Don't You Feel My Leg" is Muldaur's 41st album and was recorded with a band of musicians based in New Orleans.

A WRITTEN HISTORY OF BASKETBALL

Rafe Bartholomew '00 has co-authored a book chronicling the history of basketball. Entitled *Basketball: A Love Story* (Crown/Archetype, 2018), the *New York Times* bestseller is a companion volume to the 20-hour ESPN series of the same name. Bartholomew writes of the beginnings of the game, which was originally a Canadian invention and first deemed a "white man's sport." He traced its evolution to a now globally loved pastime with countless African-American superstars.

In the book, Bartholomew and his co-authors distill nearly 1,000 hours of interviews with such legendary players as Kobe Bryant, LeBron James, Magic Johnson, Steph Curry, Dr. J., Yao Ming, and Lisa Leslie. The writers also spoke with revered coaches including Phil Jackson and Coach K, as well as with industry executives, commissioners, and journalists. In his text, Bartholomew wrote that the sport "became a way for people of color, women, and immigrants to claim a new place in society."

HOLOCAUST SURVIVORS INTERVIEWED FOR *WHAT'S WHAT*

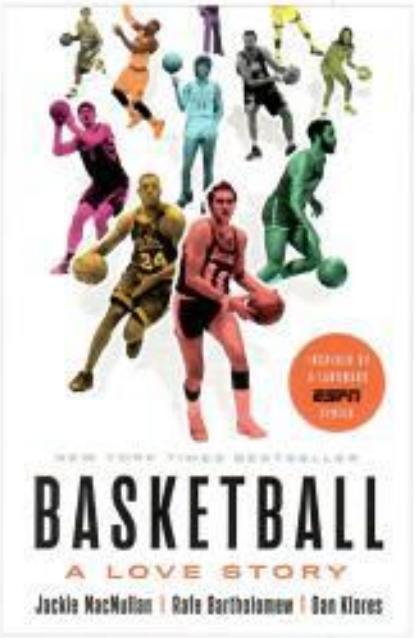
Eve KANNER Kugler, Jan. '49, was one of several alumnae interviewed in the November 19, 2018 issue of *What's What* about their experiences as children of families fleeing the Nazi regime. As a 10-year-old, she came to New York as a refugee from France. She was accepted into Hunter four years later.

"At Hunter, away from my neighborhood, I could be like everyone else," Kugler wrote. "I became part of a community and for the first time since I came out of Europe, I was able to make friends, some of whom remain friends to this day."

She also recalled that in her history class with Dr. Witmer, it was announced they would begin to study the outbreak of World War II and the Holocaust.

In shock, she thought, "But that's not history. I lived through that."

To read the full article, visit https://bit.ly/2SYXyhM.



ALUMNA MARKS 107TH BIRTHDAY

Betty BARTH Elman '29 marked her 107th birthday in December. She passed the centurion mark in 2011 and is still very active for a woman of her age.

Born December 12, 1911, Elman graduated from Hunter College with a bachelor's degree. She originally worked as a part-time substitute teacher until she began training other teachers at PS 57 in the Bronx. Over the years, she became the school's acting assistant principal. Through her work in education, she met her husband, Hyman.

Once Elman's two sons grew up, she and her husband moved to Riverdale, where they were active in their local synagogue. Now, due to her age, her friends and her rabbi pay visits to her in her home.

Though Elman may not be able to move, speak, and hear the way she used to, she still functions very well on a cognitive level. It's important to her sons and her home care aide that they stimulate her mind, whether that be through conversation or activities like coloring or singing.

There is no single answer for the secret to her longevity, but her outlook on life remains positive.

If you ask her, according to one of her sons, she would respond, "107 isn't that old."

MAKING ONE'S PATH:

HUNTER SIBLINGS & THEIR JOURNEYS

THERE ARE MANY HUNTER FAMILIES who had more than one child attend the high school. These siblings, some of whom overlapped in their years at HCHS, had the Hunter experience in common. Insights shared between older and younger siblings seem to have enriched their time at the school. Younger students gained advanced knowledge of teachers, classes, and extracurricular offerings from their older brothers and sisters. Some siblings traveled together in the mornings and many widened their circle of friends by getting to know their siblings' classmates from other years. At times, they passed one another in the hallways of "The Castle" or crossed paths in the 94th Street courtyard. Though there were many similarities between families, each student's time at the school was ultimately unique due to their individual interests and abilities.

A notion shared by many alumni was the degree of freedom they had as Hunter students, during which time they were allowed to explore the school building and the neighborhood beyond the school's walls, spending time in Central Park or visiting the Frick Collection and the Metropolitan Museum of Art during breaks in the school day. **Charles Ardai '87** expressed what may been a common recollection, saying that Hunter's teachers spoke to him as an adult though he was only 17 years old. Perhaps universally, Hunter alums felt their bonds of friendship that were formed at the school had sustained them, in some instances, for decades.

Among the school's best-known sibling alumni are Supreme Court Justice **Elena Kagan '77** and **Irving Kagan '82**, who currently teaches social studies at the high school. Their mother, Gloria Kagan, was also a teacher at HCES.

Then there are the Berenbaums, whose attendance at the school spans decades. Sisters **Sheri Berenbaum '67, Ph.D.**, a Professor of Psychology and Pediatrics at Penn State University, and **Beth Berenbaum '71**, who owns a small financial crime consulting company called BDB Global Consulting, LLC as well as a home-based baking business, have careers that have taken root in the United States. On the other hand, their younger brother, **Daniel Berenbaum '87**, who entered the school nearly twenty years later, served in the U.S. Navy as a surface warfare officer and later worked in finance. He was also on the HCHSAA board before moving to Singapore to serve as VP of Finance, Asia/Pacific Chief Financial Officer at a technology manufacturer called GLOBALFOUNDRIES.

The siblings in the Cooper family, including **Edith Cooper '79, H.H. Cooper '81**, and **Eddie Cooper '85**, have also gone into different careers. Edith, who was widely known for her work at Goldman Sachs, where she held the position of Global Head of Human Capital Management, recently retired after more than 30 years of service in the industry. H.H. is a director of film and television programs.

Sister and brother **Elizabeth Rhee '92, M.D.** and **David Rhee, '94, M.D.** fund an annual award at the school in honor of their father. **The George C. Rhee Memorial Award** recognizes students who have demonstrated outstanding leadership and dedication to community service.

Recent graduates and elite hockey players **Nicholas Seitz '18** and **Emma Seitz '18** each continued competing in their sport while at Hunter, distinguishing themselves as both scholars and athletes.

In this issue we track siblings' journeys through the decades and in the world. Our thanks go to alumna and former Science department Chair **Marjorie LANDSBERG Goldsmith '61** who suggested we devote an issue to this particular topic.

SHARON DRAGER

LAURA DRAGER

THE DRAGERS

SHARON DRAGER '63, M.D., AND LAURA DRAGER '66

Being a student at Hunter during the height of the feminist movement led the school's young women to dream of big things—of being in a profession and being out in the world. Sharon and Laura Drager, the daughters of native New Yorkers, grew up on Manhattan's Upper West Side. Their father had his own business as a publicist for singers and entertainers, and their mother, who stayed at home when the Drager sisters were young, eventually worked as a schoolteacher in the New York City Public School system.

Laura described Hunter High as "a place where girls could develop to their fullest potential." The organizations and activities enlivening the school included the General Organization (G.O./student government), the Athletic Association, and numerous clubs and committees. The Integrated Arts program allowed Hunter's youth to explore offerings in dance, music, theater, and art. Then, as now, there was an effort to recruit more minorities into the student body. Their youngest sister, who was interested in the arts, went to the Fiorello H. LaGuardia High School of Music and Art.

Sharon was active in *Argus*, the school's literary magazine, from seventh through 12th grade and was elected Vice President of the G.O.in her senior year. She participated in volleyball and basketball, the two sports HCHS offered at the time. Sharon, Laura, and **Barbara MARTIN Behrman '63** were also cheerleaders for football games that Stuyvesant High School played on Randall's Island. She remembered they would take the subway to games on Saturdays and their mothers would yell at them, saying, "You have to wear tights!" underneath their skirts—which they never did.

From the time that she was in third grade, Sharon said, she knew she wanted to be a doctor. At Hunter, many of her electives were in the sciences.

"I did have a wonderful biology class," she stated, "and then [I took] an advanced biology class that just confirmed my interest."

In her junior year, she went to a summer science program at Brown University in Providence, Rhode Island that was sponsored by the National Science Foundation. She said the program was created because it was "right after Sputnik [launched] and they were afraid that America's science was falling behind." This is why, she said, the foundation offered free programs for kids interested in science.

Outside of her classes, Sharon was also involved in many extracurricular activities, such as writing the lyrics for her junior class song and helping to build the senior mascot. When she ran for G.O. office, she recalled that Laura spoke up for her at a meeting in which nominations were discussed.

Sharon also remembered that one of her English teachers, Mr. McNeil, loved opera and shared his passion for the art form with his students. He brought records of songs performed by Maria Callas and other singers to the school and would play them at lunchtime for his students. Decades later, Mr. McNeil attended one of the Class of '63s milestone reunions, and Sharon and many of her classmates thanked him for exposing them to opera.

When Laura entered the high school, she said some teachers taught her sister prior to teaching her.

"Maybe they had certain expectations based on whatever would have happened with my sister in their classes," Laura said.

She had a strong interest in the social studies curriculum and, once she became a senior, was a Big Sister to a seventh grade homeroom class.

Laura noted that long after she was a Hunter student she had learned a large number of her classmates were children of holocaust survivors—something that was not discussed during their years at the school. She mentioned that she and some of her peers had become involved in local politics and had made connections with some of the students at Stuyvesant, including Jerrold Nadler and Richard Gottfried, who had gone on to have political careers.

For college, Sharon and Laura's parents wanted their daughters to leave the city. Sharon went to Pembroke College, the women's college at Brown University, and studied Biology. Laura attended the University of Rochester, where she majored in History. Sharon later earned her M.D. at New York University and Laura received her J.D. from Columbia Law School.

Sharon began her career as a vascular surgeon in the San Francisco Bay Area. After working as an associate at a private law firm and as an Assistant District Attorney in Manhattan and Brooklyn, Laura was appointed to the New York City Criminal Court bench by Mayor Edward Koch in 1987. She has presided over criminal felony cases and divorce actions in New York State Supreme Court since 1995. They are each still active in their professions.

"It's interesting that in my class there are relatively few lawyers," Laura commented. "There are far more science-oriented careers in my class. Of course, at that time becoming a doctor was a high goal."

Beyond Sharon and Laura, there are even more Hunter relations in the Drager family:

THE STERNS

BEATRICE STERN BIRCH '64, PH.D. AND FRANCES STERN '66

Laura's mother-in-law, **Vivian ELSER Barr '38**, now deceased, and her sister-in-law, who started at Hunter but transferred out to Bronx High School of Science. In meeting up with other Hunter alumnae, Laura noted, "it has been interesting to see how issues change from career to menopause to retirement."

Now, years later, Sharon and Laura reminisce on their time at Hunter fondly, both by themselves and with other alums.

"Hunter was a more important experience for us than our college experience, even though we went to good schools," Sharon said. "It was just a more important educational experience."

Beatrice and Frances travelled to Hunter together in the mornings, which enabled them to share their bond beyond the scope of family. In the West Bronx, the two sisters attended an elementary school that had not previously produced a Hunter student. When Beatrice learned she had passed Hunter's entrance test, her neighborhood friends told her she would become a "big snob" if she went to Hunter, and no one would like her anymore! Feeling torn in her efforts to choose, she picked the district junior high school.

Meanwhile, their father had consulted some coworkers who urged him not to allow his daughter to reject the opportunity of a Hunter education. With that, he consulted Hunter administrators, who kindly agreed to admit her if she changed her mind. Beatrice described herself as having "bribed her parents"—she wanted books!—and Hunter's administration even permitted her to visit one day in the spring to see if she liked the school. She sat in on a seventh grade cooking class that was part of Home Economics in the '57–'58 school year, and Beatrice said "the girls all were very nice and made a big fuss" over her.

"I knew I was in the right place once I was there," she said.

Frances had heard so many of her sister's stories about Hunter that she also wanted to go to the school. She couldn't wait to take the Hunter test. She described herself as a non-religious person, but she "prayed every night to pass that test and get to go there too."

Education was very important to Beatrice and Frances' parents. Both had lived through the depression and World War II and, as Beatrice relayed, "had been unable to get as much education as they would have wished." Their parents met in night school at City College. Their mother was born in New York, but her family had come to the U.S. from the Ukraine. When WWII began, their father, an immigrant from Germany, enlisted in the U.S. Army. After the couple married, their father was sent to the University of Michigan where he learned Japanese and decoded messages during the war. The experience of being on a campus and not having the obligation to work during the day made them both very supportive of their children's college plans.

"I think they started saving pennies from the day we were born so that we could have that [college] experience," Frances said.

Beatrice and Frances chose different courses of study and took electives that reflected their interests. Though they both spent time in school immersed in the Integrated Arts program, Frances was very interested in mathematics. Beatrice took the Integrated Arts program and, despite feeling clumsy, ventured to try dance. She recalled that, during those years, alumnae of note were invited back to the school to speak to the entire student body at assemblies. **Pearl Primus '35** was one of those guest speakers, and introduced the young adults gathered there to African music and dance, which inspired some of Beatrice's classmates to pursue careers as dancers. Political events had a powerful impact upon the student body, including the 1960 election of President Kennedy, the Cuban Missile Crisis in 1962, and the President's assassination in 1963.

Beatrice took a course called Special English with former English Department Chair and alumna **Miriam Burstein '41** and though she wasn't sure what she wanted to study in college, thought she could become an English teacher. She was involved in the Performing Group in Dramatics (PGID) and was active in the student government. Part of her reason for participating in those activities was to have a reason to stay late at school. PGID students produced one play

per year, usually directed by Ms. Schlessinger. She remembers that male faculty members took the male roles in these plays.

Frances had a different Hunter experience from her sister's. She described herself as being less outgoing than Beatrice and did not participate in many clubs with the exception of the Math Team, whose meetings were held during lunchtime. She noticed that at the competitions, there were never any girls on other schools' teams. She served as a Big Sister to a class of eighth graders and attended the student government meetings, but on most days she left school promptly to take care of chores at home and to look after their youngest sister. She described her relationship to Hunter's community as follows:

"Socially, everyone knew me as Bea Stern's sister," she said. "They didn't know my name but everybody knew [Beatrice]. In that way my shyness and her outgoingness were radically different."

However Frances' classmates did know that if they needed help with math, she would readily provide it.

As an eighth grader in Mr. Slaussen's class, Frances cried in the middle of an oral history report, due to her shyness. In 10th grade, however, studying U.S. Government with Mrs. Krieser, Mr. Slaussen was amazed to hear her confidently deliver a report before her classmates and told Mrs. Krieser about the difference. Curious, Mrs. Krieser asked why she did so well in this class after having been a B student in previous classes, especially because she knew herself to be a very demanding teacher.

The difference, Frances said, was that the studies of newspaper articles in class helped make news events make sense. History classes about wars without the details of human life were harder to comprehend. That is why she so enjoyed the Integrated Arts class in which history was studied through the arts. As a student, Frances complained about speech classes, assuming she would never need such skills. Later she came to truly appreciate them, and said she feels to this day that those classes helped her on job interviews and in delivering public presentations.

In the mornings Beatrice and Frances rode the subway together "wishing [they] had a pet skunk that would empty out the train for [them] because it was so crowded," Frances said. She remembered the people she called the "Moldy Men," businessmen who boarded the subway at 77th Street whose suits were so similar they looked like they had come out of the same mold. At times, she went after school to the Frick Collection or the Metropolitan Museum of Art to do her homework.

As the sisters prepared for college, they each had a strong desire to leave the city. When Beatrice and Frances were applying for college, students were not allowed to apply to more than three schools, in addition to CUNY. Beatrice attended the University of Chicago and concentrated on literature and philosophy in a program called General Studies in Humanities.

Frances went to SUNY Binghamton assuming she would major in mathematics, but then realized the requirements were so much greater than for non-science subjects that she would have little chance to broaden her knowledge. Remembering her pleasure in the Integrated Arts course, she majored in Art History with a minor in Russian language. (She had taken Russian as a second foreign language while at Hunter.) For her master's degree, she returned to mathematics, taking undergraduate courses at Hunter College, and then received a scholarship and stipend to study at the Belfer Graduate School of Science, of Yeshiva University.

After graduating from college, Beatrice earned her Ph.D. in English from SUNY Buffalo and taught in colleges for several years. Her first position was at the University of Puerto Rico, where she lived in a small town in the mountains. After returning to New York, spending some years at Fordham University, and becoming a mother, she was an adjunct professor and eventually taught high school. Her last position before retirement was as a member of the English faculty at Bard High School Early College, for which she felt her Hunter education had prepared her especially well.

Frances began her career as an elementary school teacher before deciding to return to mathematics. After attaining her master's degree, she held a number of positions as a systems analyst. Frances remembered a job interview at Roosevelt Hospital before working in the biomedical engineering department. The head of the department gave her a test on the board in front of him to prove that she "really had a master's degree and wasn't just faking it." When she had answered all of his questions, she proved herself to be beyond capable.

"You didn't test my master's degree," she said. "Everything you asked me I learned in high school!"

When Frances' children went to school, she realized that she should teach math to teachers. Frances undertook a second career as a math instructor and consultant, teaching for seven years at New York University. At New Visions for Public Schools, as Academic Director of Mathematics, she worked with middle school teachers in troubled New York City districts. She served as the math consultant at Manhattan Country School, taught at East Side Community High School, one semester at Hunter College High School, and for many years mentored teachers at Hunter Elementary School. She was also a substitute teacher for HCES' math specialists during their sabbatical and maternity leaves.

Frances is now the author of the book *Adding Math, Subtracting Tension*, and currently instructs fifth through eighth grade students at a private school in Manhattan. She also volunteers as a math instructor for the Exam Schools Partnership Initiative (ESPI), a nonprofit organization that prepares African-American and Latinx students to take the Hunter entrance test.

THE SIROVICHES

BRENDA SIROVICH '81 AND MATT SIROVICH '83

Brenda and Matt Sirovich grew up with a distinct affinity for mathematics. Their parents, math professors at Brown University, started their family in Providence, Rhode Island, where both kids were born. After spending a year in Paris, France while their father was on sabbatical, the family moved to New York when Brenda was ready for first grade.

The two children attended The Riverside School, a small private school on Manhattan's Upper West Side. Located in a townhouse across the street from their apartment, the school, which eventually merged with a larger private school, had a student roster that had progressively diminished over the years. At the time Brenda entered sixth grade, The Riverside School had just terminated its seventh and eighth grade years. Perhaps she would not have taken the Hunter test if the school was not phasing out. She graduated from Riverside in sixth grade and went on to Hunter.

"Maybe it was a happy accident that the school was shrinking," Brenda said. "The necessity of switching schools is what led me to Hunter."

By that time, their mother had taken a teaching job at Brooklyn College and, later, went on to teach at Pratt Institute, where she was named Math and Science Chair. She recently stepped down from that position after 18 years. In the years that followed, Matt graduated from sixth grade at the Riverside School with only five other students in his class. Having passed the Hunter test, he came into the school as a student who was recognized by many of his teachers as "Brenda's brother" and whose school experience was partially shaped by the achievements of his older sister. Matt recounted that he and Brenda both had a strong interest in math and science and took many of the same electives, including AP Biology, AP Chemistry, and AP Calculus.

Matt said he feels that having an older sibling at the school provided a distinct advantage. Brenda was a bright student and he found that teachers often viewed him favorably, thinking he had strong potential. On the other hand, he felt that Brenda's prior achievements may have created high expectations for his performance in some of his classes.

Brenda was a student at Hunter during a time of transition. Starting at Hunter in the year of the first fully co-ed class, she described the school environment as that of an all-girls school that was transitioning, perhaps a bit awkwardly, to allow boys into the community. She said she feels that Hunter became more of a truly co-ed institution by the time her brother had arrived. Brenda was also at the school during a change in campus. In late 1976, Hunter moved from the office building at 466 Lexington Avenue to its current location on East 94th Street. The move led to an extra long vacation over winter break—a piece of good fortune Brenda *still* remembered fondly, more than 40 years later.

As the years progressed, team sports were increasingly introduced into the school's physical education offerings, and Matt was able to play on the baseball, tennis, and volleyball teams. Brenda joined a group of 10th and 11th graders to form a girls soccer club.

The two did not have much interaction while they were in school. Brenda recalled one of the few instances where they did, when she was in math class with Mrs. Barnhardt. Matt appeared in the doorway of her classroom and she was allowed to speak with him. He had just had an encounter with another student, running down the hallway and fracturing his tooth when he collided with the other kid's head. Brenda saw a nerve clearly hanging out of his front tooth! He had to get emergency dental work done to repair the damage, cancelling the family's weekend plans.

Brenda also vividly remembered Mr. Klutch's eighth grade math class, which included logic—the class was invited to vote on whether a conditional sentence is true or false when the antecedent clause (the if statement) is false. She described many of her classes as similarly providing a space where "there was just a lot of confidence in us and students were engaged in a pretty empowering way for the time."

In the sciences, one of her teachers was Dr. Rubenstein. For her Inter Collegiate Year (ICY), she worked in a neuroendocrinology lab at Rockefeller University and took three courses at Hunter: calculus with Dr. Ruderman, French with Madame Ghnassia, and AP Chemistry. She described her senior year as exploratory.

"You were discovering things," she said, "and you were writing the story."

During her ICY, Brenda and her good friend **Hilary Metzger '81** shared a free second period right before calculus with Dr. Ruderman. Metzger, a cellist—then and now—was far too busy practicing to do her homework in advance, and would quickly work through it during their free period until she got to a word problem—at which point, time crunched, she would try to cajole Brenda into providing "one little hint . . . just how to begin to set it up." Brenda explained, with a chuckle, that she would never do that to her friend because it would certainly take all the fun out of calculus.

Matt took American history and economics with Mr. Marienhoff while in 10th grade, as did Brenda, and cited those classes as having a strong influence on his course of study in college as well as his choice of career. Attending Brown University, he majored in Applied Math and Economics.

"The applied math was probably my parents' influence and the economics was probably Mr. Marienhoff's influence," he said. "I ended up going into finance and starting an investment management firm with one of my oldest friends, which I've been doing for almost two decades now."

Brenda was part of the Math Team, which was a formative experience for her. She started on the Hunter Math Team in 10th grade and then was selected to be a member of the Citywide Math Team in 11th grade. Hunter's Math Team often competed against Stuyvesant and Bronx Science high schools. For the Citywide Team, she travelled by bus with her teammates to statewide meets in Upstate New York and to regional meets in the Mid-Atlantic states, particularly Maryland.

Brenda went to Harvard for her undergraduate studies and majored in Applied Mathematics and Biology. She remained in New England and entered medical school at Yale. She later joined Dartmouth's faculty and earned an M.S. in Evaluative Clinical Sciences while teaching at the school. Her career, she said, was inspired by her time at Hunter.

"I think the fact that I ended up in academia is almost certainly related to [Hunter's] environment," she said, "and is a way of giving back to future generations.

Brenda described her family's influence on her and her brother's course of college study as a form of "implicit influence."

"The whole love of mathematics and that sort of problem-solving stuff definitely was both in the DNA and around the dining room table," she said. "That's obviously not an accident!"

Today, Matt and his family give back to Hunter through **The Sirovich Family Mathematics, Science, and Computer Science Research Program**, which was established in 2016. The program honors the legacy of his father's contributions to the field and acknowledges both his and Brenda's experiences at the high school. The program is a fundamental part of the curriculum that has helped extend the schools curricular and co-curricular opportunities for the student body.

THE ARDAIS

MICHAEL ARDAI '82 AND CHARLES ARDAI '87

The Ardais' Hunter story began in nursery school. Brothers Michael and Charles were the children of immigrants from Hungary who left their homeland following the failure of the short-lived revolution against the Soviet takeover of their country. Separately, their parents journeyed to New York and met after their arrival in the city at a party for refugees. They lived in Midtown Manhattan and their maternal grandmother moved in with them, making for a home filled with three generations.

Michael, who was enrolled in Prescott, a neighborhood preschool, was approached one day by a "numbers lady who came in and started asking questions." Upon finishing her interview, she recommended to Michael's school that he should apply to Hunter Elementary. He was accepted and, as a youngster, Michael had shown great prowess in the mechanics of things. It is a family story that, as a 3-year-old, he had taken apart his grandmother's radio and reassembled it, and it still worked afterward. Though their father was a photographer, Michael describes his grandfather as being "technical minded."

Charles was admitted to Hunter Elementary five years later and he stated that "there were some years where they favored siblings and other years where they wouldn't accept siblings". By the time Charles was ready for high school, Michael had paved the way for his younger brother.

Michael started high school in the Lexington Avenue building and had studied there for a year and a half before the school moved to 94th Street. He said the move was quite beneficial.

"Imagine a high school on two floors of a busy office building, obviously with minimal resources," he said. "The new building had a gym, a theater, and a cafeteria."

Michael became interested in computers once they had been introduced to the school and met in a group with Dr. Ruderman, Chair of the Math Department, to learn coding. Michael was also very active in the school's technical operations, working with the Audio/Visual (AV) Department and providing support in the auditorium for assemblies, theatrical productions, and other programs. Much of Michael's work in AV production was performed under the supervision of Mrs. Pauley, his Latin teacher, and physical education teacher Ms. Brennan. Consequently, he was well known to much of the faculty. These activities were done in place of other extracurriculars, such as sports and clubs.

"Looking back on it, I'm a little surprised at some of the stuff that they let me do in the school, but I think it was because they didn't have people who were overly knowledgeable on the technical side," he said.

Michael thrived in math and science and took Latin as his only foreign language, finding its study helpful even in relation to English. He had two pieces he had written in Latin published in *Polyglot*, the foreign language magazine, and remembers that he and his classmates would write jokes or puns in Latin on the blackboard before class. In learning of the school's current offerings, he mentioned that he would have loved to have been involved in the Robotics Club.

When Charles entered the high school, he was readily recognized by faculty and older students

as "Michael's brother," and felt like he was "already family [at Hunter] because a family member had made a home there."

While his elder brother had cultivated his interests in science and technology, Charles's talents flourished in English. He vividly remembered that Hunter's teachers gave him "a powerful sense that I was being taken seriously as a student and a potential scholar." In particular, he referenced Mr. Marienhoff's economics class and Ms. Laster's college literature course as having exposed him to college-level learning while in high school.

In having an older brother that went to the school, Charles felt that, though it was largely beneficial, he didn't "want to be in his shadow." He didn't feel that way for long though, he said, because he established his own image soon enough.

"Pretty quickly I created my own identity and became known in my own circles," he said. "We were different enough from each other that we never really competed."

Nowadays, Charles is better known in certain fields than Michael is. At times, Michael meets Hunter alums who will say, "Oh, you're Charles' brother."

Beginning in his seventh grade year, Charles had independently written, edited, and produced two newspapers at the school: *The Hunter Hobbit*, which was about role-playing games like Dungeons & Dragons, and *Venture*, in which he had written video game reviews. He collaborated with other Hunter classmates, including **Michael Burstein '87** who wrote articles for both publications, and **Michael Rose '87**, whose father let Charles make photocopies of the magazine in his office. The publications were sold for 25 cents per copy.

At the age of 13, Charles had decided that he would approach professional video game magazines about writing for them. To his surprise, he was accepted, and from that point on began compiling a professional portfolio of video game reviews. His writings constituted an extracurricular activity where he left school at 3 p.m. to go to magazines that had offices in Manhattan to hand in his articles and reviews. His involvement in writing for magazines continued through his Inter Collegiate Year (ICY) at Hunter, during which he obtained an internship at *Asimov's Science Fiction* magazine. During his internship, Isaac Asimov told Charles, "You will be the next me."

Charles was also involved in two clubs, the Hunter Gilbert and Sullivan Players, founded with **Michael Burstein**, **Joshua Burstein '89**, **Andrew Greene '87**, and **Allan Tulchin '86**, and a second club called Book Writers, formed by a group of aspiring Hunter novelists.

When it came time to apply for college, Michael and Charles knew that they didn't want to move far away from family. They both applied for early decision to Columbia University and chose to live at home during their undergraduate studies. Their areas of interest at Hunter became a basis for college majors. Michael studied computer science and Charles studied English with a specialty in British romantic poetry. They were among the 2 percent of students who commuted to Columbia rather than living on campus and shared a bedroom until Michael graduated and got a job in Boston.

"There was definitely a sense that I was following in Michael's footsteps," Charles said, "and I was proud to do it."

Today, Michael and Charles are in careers that have mirrored their studies and interests.

Michael works in computer science as a design and electrical engineer, developing hardware and software.

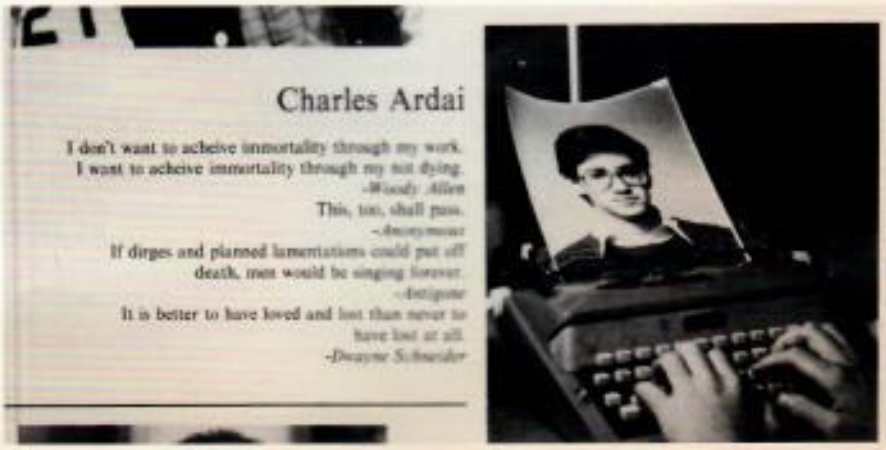
After receiving his undergraduate degree, Charles went to work for Davis Publications, an organization he had begun writing for as a student. Currently, Charles is involved in an array of interests including publishing, finance, computational biochemistry, and theater. Interestingly, as Charles's writings evolved, he discovered that he had a stronger interest in writing noir crime novels rather than science fiction, and has published five novels of his own, as well as more than 100 by other authors in the Hard Case Crime imprint he founded.

In 2017, Charles produced an all-female staging of "The Tempest," performed in Central Park, in commemoration of the 400th anniversary of Shakespeare's death. He is currently developing another live theater work that is due to be staged in summer 2020.

In terms of giving back to Hunter, Charles has delivered the commencement address in 2012 at the elementary school and has participated in projects at the school about Hunter's history.

Michael Ardai

To err is human, but to really foul things up requires a computer.



Charles Ardai

I don't want to achieve immortality through my work. I want to achieve immortality through my not dying.
-Woody Allen

This, too, shall pass.
-Anonymous

If dirges and planned lamentations could put off death, men would be singing forever.
-Antigone

It is better to have loved and lost than never to have lost at all.
-Dwayne Schneider

THE BURSTEINS

JONATHAN BURSTEIN '84 M.D., MICHAEL A. BURSTEIN '87, AND JOSHUA BURSTEIN '89

The Bursteins are part of a family that has a long legacy at HCHS. Brothers Jonathan, Michael, and Joshua were preceded at the school by their aunts, **Deborah BURSTEIN Karp '39, P.h.D.**, and **Miriam Burstein '41**. Miriam, who died in 2011, was an English teacher and former department Chair who taught at the school for nearly 45 years and was known by several generations of Hunter students. Their youngest brother, Joel, was a newspaper reporter and copy editor for the *Daily News* after he dropped out of Columbia University. Joel was the father of the second generation of Hunter students. Joel's second wife, Eleanor, the mother of the trio, was a Barnard and Columbia Law School-educated attorney but stayed at home to raise their children through the adolescence of their youngest son, Joshua.

The brothers and their aunts were part of a close-knit family who saw each other for important holidays, such as Thanksgiving and Passover. In the days when Miriam and Deborah graduated from Hunter High, the career choices for women were limited. It was said in their family that the sisters could either become teachers or marry a rabbi, and they did just that. They both attended Barnard College. Deborah married a rabbi and became a writer and teacher. Miriam took up teaching as a profession and, as a lesbian in an era without marriage equality, instead shared a long-term relationship with former HCHS Art teacher and former department Chair Marie Rosso. The couple lived together in Manhattan and in the Hamptons for nearly 40 years.

The brothers grew up in Forest Hills, Queens, and attended a Jewish day school and public elementary school before coming to Hunter. When they each took the Hunter test, Miriam made sure that she shared no details about the exam with the family.

"She was terrified people would think she had given [us] the answers," Jonathan said.

Once they got into the high school, the administration decided that the brothers would have no English classes with their aunt, something that only concerned Jonathan as Miriam retired just before Michael was admitted.

When Jonathan, the eldest of the three, entered Hunter High, it was a completely new experience. He had an interest in medicine and wanted to be a paramedic or a doctor from a young age, having watched the 1970s television program *Emergency*. As he grew older, he took AP courses in the sciences, including with Ms. Brandiss and Mr. Goodman, teachers of biology and AP Biology who later married. He took AP Biology in 10th grade, AP Chemistry in 11th grade, and AP Physics in his senior/Inter Collegiate Year (ICY). Hunter's faculty supported Jonathan's aspirations, and he spent three years interning in a laboratory at Mount Sinai Hospital. He was also encouraged to enter the Westinghouse Science Competition and made it through to the semifinals. For his English courses, Jonathan had Ms. Cohen and Mr. McNeil.

Jonathan's memories of Hunter included a time when, after several winter snowstorms, he and his friends **Larry Brando '84**, **Jonathan Brown '84**, and **Antolin DuBois '84**, had walked along the fence atop the 15-foot brick wall in the courtyard. He fell down 15 feet head first into a snowbank, and to this day thinks that, as a Hunter student, he was smart, but was not necessarily wise. He also remembered walking from Hunter after classes were dismissed to areas, such as the original World Trade Center towers in Lower Manhattan with **David Schweitzer '85**, and heading north to the George Washington Bridge and to the Cloisters, the Metropolitan Museum of Art's branch in Fort Tryon Park. He was also part of the Bowling team and played Dungeons & Dragons with a group of Hunter students including **Kathryn McDonnell '84**, **Joelle Sellner '84**, and **Kenneth Mostern '84**, oftentimes playing at the Bursteins' home.

Three years later, when Michael entered the school, Jonathan described that time as "how he realized that [his brothers] were also people on their own." Michael's entire time at Hunter was defined by the presence of his older and younger brothers. People would often come up to him and say, "Oh, you're Jonathan's younger brother." Now, as adults, that remark is reversed as Jonathan and Michael know people in the same social circles in Boston. People will sometimes ask Jonathan, "Are you Michael's brother?"

Michael had an interest in the sciences but was also drawn to English. He recalled spending time in the library with his friends before classes and took chemistry in 10th grade. As a senior he took Russian with Ms. Panczyk. He remembers challenging physical education

JONATHAN BURSTEIN

teacher and department chair Mr. Gaudenzi to a game of chess, thinking at the time that phys-ed was "something you had to get through and not something you see as important as it is." Michael described that Mr. Gaudenzi won, teaching him an important lesson about good sportsmanship.

"He was very gracious about it," Michael said. "He shook my hand and said good game."

In English, Michael also had Mr. McNeil as an instructor, who he recalled as having "brought books to life," as did Ms. Warner. Those English classes also led to an interest in writing, though he did not have time to fit a creative writing elective into his schedule. He was friends with **Charles Ardai '87**, and contributed writings to Ardai's gaming magazine, *Venture*, and served as an editor on the school's foreign language magazine, *Polyglot*.

Michael was also Vice President of Jewish Public School Youth, was one of the founding members of the Gilbert and Sullivan Society, and also helped to found the club Book Writers. His sports involvement consisted of the Varsity Bowling team, after asking Co-Captain **Jason Shimshi '87** if he could participate. He was not the strongest player on the team, but his presence was needed in order to not forfeit games. Due to his academic achievement and involvement in a varsity sport, Michael was one of the seniors who actually received a Scholar-Athlete award.

As a middle child of three siblings, Michael admitted that, personally, he felt he was in older brother Jonathan's shadow during his years at Hunter.

"Anything that I had been doing, he had already done, or people already knew him," Michael

MICHAEL A. BURSTEIN

JOSHUA BURSTEIN

said.

There were several benefits, though, such as getting to know many of Jonathan's friends from the class of 1984. Michael joined their Dungeons & Dragons group and had a lot of fun playing with his older brother's classmates.

When it came time for college, Jonathan went to Columbia University, which was the school his father, uncle, and elder half-brothers had attended. Michael decided to strike out on a different path and applied and was accepted to Harvard University.

Whereas Jonathan studied biochemistry at Columbia and worked on the college ambulance while a student there, Michael majored in physics. Although he chose to move to Cambridge, Massachusetts to be less connected to the lives of his brothers, they soon followed him there. Jonathan was accepted to Harvard for medical school and moved to Boston after Michael's freshman year in college. Joshua also chose to attend Harvard for his undergraduate study.

In his career, Michael has worked as a science teacher and as a science textbook editor. He has also published a collection of science fiction stories, *I Remember the Future*, and was nominated multiple times for the Hugo and Nebula Awards.

Jonathan is an emergency room physician, which he described as "a portable skill."

Joshua's time at the school was also defined, to a degree, by the interests and activities of his older brothers. He and Michael had learned about Dungeons & Dragons in the second and fourth grades, respectively, by seeing Jonathan playing the role-playing game with his friends. The three brothers also took the subway to school together—sometimes it was Jonathan who took Joshua to school, and it was Michael who took Joshua home.

In Joshua's time at Hunter, he was involved in *What's What*, Hunter's newspaper, and was Co-Editor-in-Chief of *Polyglot*. Michael described Joshua as doing extracurricular activities "at one level higher than I did," and was President of Jewish Public School Youth.

Jonathan's friends had given each of the brothers nicknames that were used in school for a while. Jonathan, the eldest was known as "Burst." When Michael enrolled at Hunter, he was referred to as "Mini Burst." Upon Joshua's arrival, he was known as "Micro Burst" or "Baby Burstein."

While his older brothers were interested in math and science, Joshua's inclinations were geared toward social studies. He took a course in constitutional interpretation with Mr. Marienhoff and a second, non-credit course with him in AP History that was offered before classes started. Another class that helped guide him toward study in history and, eventually, law, was an international relations class with Mrs. Morello.

A powerful memory from Joshua's time at the school involved political issues related to the unexpected dismissal of Principal Alan Guma, which stirred up a degree of controversy. Due to his involvement in *What's What*, Joshua was tasked, along with the other students who worked on the newspaper's production, with putting together an issue of the paper that would be issued to students on the day they returned to school from winter break. The headline read, "Guma to Leave Hunter in June." He was also named a student alternate for a committee that was selected to retain a new principal.

"[Those activities were] something that had stayed with me all of my years," Joshua said. "It was just interesting to be doing it at a high school level at the age of 16."

For his Inter Collegiate Year (ICY) Joshua took an internship with the New York Civil Liberties Union, which was the New York branch of the American Civil Liberties Union. All three of the Burstein brothers went on the Washington Seminar. When it came time for college, he decided that he would go to Harvard, but later returned to New York for law school at New York University. He preferred community engagement to working in corporate law, and he worked for a union before moving into law school administration.

He went on to leave the city two more times: to move to Los Angeles to follow his wife's career and then to Richmond, Virginia to become a law school associate dean. The couple moved to Eugene, Oregon afterward, where they have since settled. Joshua is currently the Human Resources Manager at a government agency that provides, among other things, services to seniors and people with disabilities. He pointed out that even though he was the only non-scientific person of his brothers, his interests still tie him to the family.

"In that way I feel like I was the most like my parents," he said.

Joshua also contributed to the Alumnae/i Association by serving as a board officer. He was the first man to sit on the board. Though the Bursteins no longer live in New York, they have retained their connection to Hunter by establishing an award in their parents' names, **The Joel David and Eleanor Burstein Memorial Award.** Their father died in 1990 of a heart attack at his union office during a citywide newspaper strike. To commemorate him, the brothers established an award at HCHS in his name that would be given to a student who best exemplified justice. When their mother passed away in 2007, her name was added to the award.

Another key moment in the Burstein brothers' lives came with the death of their Aunt Miriam. There were many Hunter faculty members present at her funeral, and it was the first time the brothers had seen some of their former teachers outside of the context of the school. **The Life of the Mind Award** was established in Miriam's honor by her former colleagues for her tenure of service at Hunter.

THE CRISSES

JASON CRISS '92 AND JONATHAN CRISS '97, M.D.

The Criss brothers went to an elementary school in Little Neck on the Queens/Nassau County border that had produced a large number of Hunter students through the years. Growing up in Jamaica Estates, Queens, Hunter was known as an option by their parents from the time that elder brother Jason was in fourth grade. Their mother taught at a public school in Flushing, and both she and their father, a dentist, helped prepare their sons for the Hunter exam.

Jason had a strong interest in social studies and English and credits former social studies teacher Ms. Kenyon with having a profound impact upon his life and career. "Going backwards, law school, college, Hunter, elementary school… she was the teacher who had the single greatest impact on my life," he said.

He stated that there was an enormous emphasis in her classes on original research, writing, scholarly rigor, and creativity. One of the term papers he had to write concerned a historical mystery, and he chose to write about whether Richard III actually had the two princes in the tower murdered. He provided a hypothesis about what happened in relation to this event.

Jason is now an attorney at the law firm Covington & Burling LLP, where he specializes in conducting internal investigations for companies and organizations. He also represents companies and individuals in various types of government investigations. He draws a direct link between the research and writing skills he developed at Hunter and his current work, in which he marshals evidence to get to the bottom of the situations he is investigating, and then telling that story to clients or the government.

Jason ran track and cross-country for all four high school years, and was Co-Captain of those teams as a senior. He was Co-Editor-in-Chief of *What's What* and was a Big Sibling in 11th grade for an eighth grade class. His academic experience was further enriched by taking electives such as AP European history and international relations and by participating in Model UN. After Hunter, he attended Yale University and decided to go to law school.

"That is what many overeducated people who know that they don't want to be doctors do," he said.

Jason remembered the long trip it took him and his brother to get to Hunter. When they were in seventh and eighth grades, they took a private bus to Hunter's campus on the Upper East Side. As he grew older, he and Jonathan took public transportation to school. It was a long trip that involved a city bus and two trains. When it came to participating in cross-country and track meets—in which both brothers became involved — the trip was even longer, as many of the meets were in the Bronx on the last stop on the 1 train, close to the Westchester County line.

When Jonathan arrived at Hunter, Jason was a senior. He felt that having Jason at the school gave him an advantage because his big brother had a great reputation. Like Jason, Jonathan was Co-Captain of the track and cross-country teams and took part in Model UN. He was also Sports Editor for *The Observer*.

Jonathan's interests were in the sciences, and he was Co-President of the Science Club with **Adam Cohen '97, Ph.D.** and **Lucas Nivon '97, Ph.D.** who have each gone on to distinguish themselves in the field. The electives Jonathan took in 10th through 12th grade included AP Chemistry,

JASON CRISS

AP Biology taught by Dr. Goodman, and BC Calculus with Mr. Weinstein. As those courses were taught at collegiate level and placed an emphasis on problem solving, he felt well prepared for leaving Hunter and for majoring in one of the sciences at college. For his Inter Collegiate Year (ICY), he assisted research scientists at Mount Sinai Hospital's Division of Microbiology.

"I had the most outstanding education money can't buy," Jonathan said.

As an eighth grader at Hunter, Jonathan remained in close contact with Jason, who was then studying at Yale. "So, for my four years at college and my first year of law school, I was still able to maintain a connection to Hunter because Jonathan was still enrolled there," Jason said.

When Jonathan readied for college, he applied for early decision to Yale, strongly influenced by his older brother's positive experiences at the school. In college, he majored in molecular, cellular, and developmental biology. He attended medical school at the University of Pennsylvania and completed his residency in Ophthalmology at Stanford University.

Today, Jonathan is a comprehensive ophthalmologist and cataract surgeon in private practice in Florida. The foreign language skills acquired in AP Spanish with Mr. Diaz are incredibly useful in his day-to-day life as a physician. Jonathan is also involved as a Medical Director of Ophthalmology for a software company called Modernizing Medicine, which develops electronic medical

JONATHAN CRISS

records and provides practice management for physicians.

Both Jason and Jonathan have remained involved with Hunter. Jason served on the HCHS Alumnae/i Association board for six years and was the HCHSAA's first male president. He also helped organize the 20th and 25th reunions for his class. Jonathan served as a class coordinator for his fifteenth year reunion while he still lived in Manhattan.

THE CAPECIS

JENNA CAPECI '94 AND CRAIG CAPECI '97, M.D.

Jenna and Craig Capeci had experiences at Hunter that were as different as their interests. Three years apart in age, the siblings lived their time at the school largely independent of one another, with the exception of their extended circle of friends.

Jenna and Craig grew up in Bay Ridge, Brooklyn as the children of a newspaper reporter for the *Daily News* (their father) and a high school science teacher. Their eldest brother attended Brooklyn Technical High School. Jenna and Craig went to a public elementary school in their neighborhood, and during sixth grade Jenna and some of her classmates took the Hunter test. She and one other girl from her school were accepted. Due to the distance from Bay Ridge to the Upper East Side, there was a van that took them from Brooklyn to Manhattan. They went to school by van for a year, and then began taking the subway.

"I believe the Manhattan Bridge was under construction for my entire high school career, which meant no express trains," she said. "I was one of those kids who did my homework during my commute."

Jenna remembered being a Peer Counselor for other Hunter students, which was part of a club in which interested individuals undertook training to support other students who were going through challenges. As part of their preparation for the role, there was a lot of team building and related training. The Peer Counselors had office hours and went through an overnight retreat at the school in order to prepare them for working with members of the student body who were in need of such services.

Jenna was involved in the Environmental Club, in which students worked to make sure recycling happened in the school and organized Earth Day celebrations. She was also a Big Sibling for an eighth grade class that also happened to be in Craig's year, so she was able to make friends with them, too.

Academically, Jenna credits Hunter's dual focus on the arts and the sciences for providing a strong foundation for her career. She relayed that the school inspired her to have a great sense of intellectual curiosity. She thrived in her creative writing class and enjoyed a biology lab just as much, and said she uses the writing skills cultivated in those classes in equal measure in her work. For college, she chose to go to the College of William and Mary in Virginia as a means of "getting out of [my] comfort zone and going to a school that . . .obviously had a very different culture."

Jenna now works professionally and internationally doing community organization and environmental education. She currently works in human rights, in which she provides tactical support to funding organizations.

Overall, Jenna's memories of the school are comprised of spending time with friends in the courtyard, meeting students from all parts of the city, and the tremendous sense of freedom she felt at the school.

The independence Hunter fosters in its students was evident in Jenna's choice for her Inter Collegiate Year (ICY) internship. Unlike most students, she decided to do something that she "was unlikely to do in life," she said. Her guidance counselor helped her obtain an internship at an ABC soap opera called "Loving," in which she went to the television studio once or twice per week and performed duties such as photocopying scripts and circulating revisions.

Craig also recalled the independence the school fostered.

"The way that Hunter kind of groomed you . . . you had freedom in your senior year," he said. "You could explore a lot of different things, like being Teacher's Assistant for your favorite teachers or starting your own clubs."

He was very involved in athletics and was on the basketball team for all six years at Hunter, and he played baseball for a few years as well. He also started a Weightlifting Club with some of his teammates, under the support of Mr. Weinstein, who was their math teacher.

Academically, Craig had an interest in the

sciences and participated in the Science Club. He took advanced level science classes in 10th through 12th grades and, when it came time to apply for colleges, he chose early decision to Cornell University for its strong Pre-Med program.

Like Jenna, Craig used his time on the subway to do homework. They did not travel frequently on the train together as he was involved in after school sports and at times, would stay at friends' homes in Manhattan on nights when practice or games ended late.

In the fall of 1990, the *Daily News* strike had a direct impact on their family. Their father was out of work for five months, and the family walked with him on the picket line. "It was a very uncertain time," Jenna said, "as it was not clear how long he would be out of work... It was important for us to support our dad at the time."

In college, Craig had the feeling of "I'm going on to do the things I really love." He graduated from Hunter with a fellow classmate, **Scarlett McKinsey '97**, who also went to Cornell University and majored in medicine. Eleven years after their graduation from Hunter, they married. Today Craig is an orthopedic surgeon affiliated with New York University, where he teaches and works with medical students and residents. One of his areas of specialization is sports medicine.

Craig has used his skills to give back to Hunter's student athletes by acting as an unofficial orthopedic consultant for the Athletics program. In 2013, he began establishing a relationship with Coach Neil Potter. Craig now makes himself available to help student athletes if they get hurt during practice or during a game.

"That kind of stuff is fun because I like taking care of patients and I like taking care of athletes," he said. "So it's kind of a natural way to give back or to stay connected to Hunter."

THE COHENS

ZOE COHEN '94 AND ADAM COHEN '97, PH.D.

Hunter set the Cohens on a course for advanced learning in science and languages. There were family influences as well, as their father is a professor at Rockefeller University. He and their mother, a business professor who has taught at several colleges in New York, met in college on the Harvard University and Radcliffe College campuses. The Cohen siblings also had an aunt who graduated from Hunter, **Ruth KEVESS Cohen '74.**

As Manhattan residents, their parents chose to have Zoe and Adam walk two-and-one-quarter miles to school every day, which became an important way for them to share quality moments with their children. When the kids were young, one of their parents escorted them to school and they were sent home by school bus. As they grew older, Zoe decided to take the city bus to and from school, but Adam continued to walk.

Though three years younger than his sister, Adam entered Hunter first in elementary school. When his parents saw the benefits afforded to him as an elementary student, they decided to prepare Zoe for the sixth grade Hunter test.

"Every Saturday, (from fourth through sixth grade) I had to do math problems because my parents didn't think the math that I was getting [at my elementary school] was going to be enough to prepare me for the Hunter test," she said.

Once Zoe was admitted to Hunter, she experienced the independence fostered by the high school. She remembered spending time both inside and outside of the school's grounds, taking walks to Central Park, hanging out in the courtyard, and going out for pizza.

"I think we had a lot of freedom and responsibility that I don't think I really fully appreciated until I was older," she said. "I found . . . that the school

placed trust in us and the expectation was that we would know how to comport ourselves."

Zoe strongly enjoyed the series of math courses offered to high school students, especially logic, and took Spanish for her foreign language requirements. Also, as part of her language classes, she took a semester at Hunter College in Spanish literature in her senior year. She participated in the student government and was also briefly involved in *Argus*, the literary magazine, and the foreign language publication *Polyglot*.

As a senior, Zoe took her Inter Collegiate Year (ICY) to research and complete an independent study project on recent Russian immigrants to New York City. Ms. Abbamonte was her advisor for the project, in which she surveyed teenagers, learned how they were adjusting to being in New York, and found out about the different types of youth programming that existed for them. It was a project that focused on survey research that had a direct connection to her present work in healthcare marketing.

"What I do now is product marketing, but ultimately, I still do a lot of quantitative market research on how we can make things more compelling," she said. "[Even though] that was a social studies project, some of that thinking has continued to live with me to this day."

For Adam, following Zoe meant that he had some big shoes to fill in Spanish class. The majority of his time at Hunter, though, was concentrated in the sciences.

Adam was a founding member of the Science Club and, as a ninth grader, asked his laboratory supervisor Mr. Randolph if he and his fellow club members could make a glowing pickle. The students took a dill pickle and placed two metal forks in either end. Then, they attached electrical cords to the forks and plugged the cords into a socket. They succeeded, as the pickle glowed bright orange. Then, however, things went awry. The forks began to melt into the pickle and came in contact with one another. After that, there was a huge flash of light and all of the lights in the room went out! They spent the rest of the club time trying to figure out how to get the electricity back on.

"That was sort of kicking off the science club with a bang," he said.

Adam was also active on the Math Team, ran track, and participated in Model UN. In addition to his work with Mr. Randolph in the Science Club, Adam recalled taking AP Chemistry with Ms. Salzman, AP Physics with Dr. Borten, and BC Calculus with Mr. Weinstein. These classes gave Adam his first experience with advanced study in those subject areas.

"I just thought that the classes were so beautiful and fun that I decided to go on and study these things in college," he said. "My college classes were not nearly as inspiring as the classes that I got at Hunter."

The Science Club continued, and the students were still encouraged to experiment and explore despite almost blowing up the school in their first meeting. Another club Adam joined was *The Simpsons* Club, in which he and others gathered to watch *The Simpsons* every Tuesday at lunch. This was enjoyable for Adam as his family did not have a television at home. To round out his time at Hunter, Adam also participated in the Jewish Cultural Awareness Club.

Adam was recognized as an innovator in the sciences at Hunter and was encouraged to enter the Westinghouse Science Talent Search, now the Regeneron Science Talent Search. He won the top prize in the contest as a senior in 1997.

As he and his sister prepared for college, their parents' alma mater was also their college of choice. For Zoe, she was only allowed to apply early action to Harvard. Adam did not have the same restrictions on college applications but chose to attend Harvard as well. As undergraduates, Zoe majored in East Asian studies and Adam majored in chemistry and physics.

Now a professor in Harvard's Chemistry and Physics Departments and at the Howard Hughes Medical Institute, Adam heads his own laboratory. In 2014, he was one of three recipients of the Blavatnik National Awards, which is given to young scientists who have displayed "exceptional promise." He gave a portion of his prize winnings to Hunter High to bolster the school's science department.

When Adam told Mr. Randolph, who had mentored him during his Hunter years, of having been awarded the Blavatnik Prize, he said, "Well that's nice Adam, but you haven't really succeeded until you've empowered somebody else to surpass the level that you're at."

Adam has remained in close contact with Mr. Randolph and has served as a board member of his I-HELP Liberia organization. He has used his resources to sustain the organization's efforts and has travelled to Liberia to lead science workshops for the country's teachers. Adam returned to Hunter to deliver the commencement address to the Class of 2011.

THE BOGARÍNS

JONATHAN BOGARÍN '96 AND ELAN BOGARÍN '00

It is a definitive blend of perspectives that siblings **Jonathan Bogarín '96** and **Elan Bogarín '00** attribute to their success in the arts. Having attended Hunter since nursery school, they said they each strongly feel the school's range of offerings in the visual arts, humanities, and art history gave them a unique lens through which to perceive the world.

The Bogarins are currently filmmakers who grew up and established their careers together. Through their company, El Tigre Productions, they create nonfiction films with a strong visual sensibility. The two have created content for such highly recognized museums as the Whitney Museum of American Art, the Museum of Modern Art, The Getty Museum, Colección Patricia Phelps de Cisneros (CPPC) in Caracas, Venezuela, and the Museo Nacional Centro de Arte Reina Sofia in Madrid, Spain. Outside of the

visual arts, they have produced films for clients including Google, *The New York Times*, and PEN America. Their work has received support from organizations including The New York State Council on the Arts, Latino Public Broadcasting (PBS), HotDocs, and the Sundance Institute. In 2017, Jonathan and Elan were among those named as the 25 New Faces of Independent Film by *Filmmaker* magazine and DOC NYC's 40 Under 40.

Diversity defines the lives of these two artists, who are of Venezuelan and Jewish descent. Their father Rafael, an artist from eastern Venezuela, came to New York and met their mother Marilyn, a general contractor and granddaughter of immigrants from Eastern Europe, soon after his arrival in the city. Jonathan and Elan spent a large part of their childhood in the company of artists, many of them from Latin America. Growing up, they also visited Venezuela through the years to visit family.

In 2018, their first feature length documentary, *306 Hollywood*, was released to significant acclaim. The film, which is centered around the life, death, and work of their maternal grandmother, Annette Ontell, opened the Sundance Film Festival's NEXT section and was the first documentary to do so. It subsequently went on to screen in more than 50 festivals, win numerous awards, and screen theatrically in over 25 cities with support from the Sundance Creative

Distribution Fellowship. In 2019, the film was broadcasted on the PBS television show *POV* and streamed on iTunes and Amazon. In creating the film, Jonathan and Elan drew upon a personal archive of 10 years of video interviews with their grandmother and turned the camera onto themselves as they excavated the belongings in her home after her death.

Their path toward working together had its foundation in their earliest years.

"[In school] we were always conscious of what the other one was working on, always interested in what the other one was working on, and we have always helped each other," Elan said.

The insights gleaned from examining each other's work led to a natural language that allowed for easy communication, which Jonathan said was integral to working as collaborators.

One of their first projects was for the Whitney Museum, where they were invited to create an exhibition video for the artist Charles LeDray in the early days of video streaming. Having made the video "as cinematic as possible," that initial commission led to other engagements with museums, as institutions realized that video content could become an essential component of displaying works of art to the public.

"Because we were very fluent in the language of art and art history, it was a very easy fit for us to talk with curators and directors and people who work in other [museum] departments," Jonathan said.

As filmmakers, Jonathan and Elan's primary goal is to create innovative approaches to nonfiction. They said they believe nonfiction "can be looked at in a way that dives into metaphors or imagination," and they carry a highly stylized aesthetic into the films they create.

With their storytelling, their aim is to "elevate the stories of ordinary people to the level of the extraordinary, and to do that through creativity, through humor, and through intellect . . . in accessible and entertaining ways that people have not seen before."

Diversity is also a key aspect of what they do, through examining a diversity of perspectives, cultures, and subjects to receive a story treatment.

As they began to work with organizations throughout Latin America, such as CPPC, they delved into issues of identity. Shaped by experiences growing up between the United States and Venezuela, and by learning about Latin American film and literature, Jonathan described their process as having taken "that sensibility and bringing an influence and dialogue from Latin America."

They have attempted to "establish a connection between the political and the poetic, the ethical and the beautiful, and to bring those things together to tell stories in hopefully a new way in the

United States and beyond," he added.

At Hunter, Jonathan followed an arts track through his high school years. He drew the cover for his class yearbook and created the idea for his class' senior mascot (that did not have a pun in the name). After graduation he attended the Rhode Island School of Design, where he majored in visual arts. After graduating from RISD, Jonathan taught in the New York City public school system and at several universities in the Tri-State area, including two years spent teaching at HCHS, from 2000 to 2002.

While Jonathan focused on the arts at HCHS, Elan took a more rounded set of courses that extended into the humanities. After graduating she went to New York University's Tisch School of the Arts, where she studied film. She described her time at Hunter as being "forced to take an academic path and learn how to think logically."

"That combination of having to learn this mix of structural thinking with an artistic thinking has probably been the resource that I most valued and benefited from throughout my career," she added.

They both thanked HCCS's arts faculty for setting a path through which they could develop their creative gifts during their 14 years at the school. In particular, they point to former Art Department Chair Dr. Eisenstadt, who took time to carefully mentor them and opened up the possibility of having a future in the visual arts.

"This language [and] these tools that we learned from art history, that we learned from how we look at the world in connection to art, is actually important and can be applied to a future," Jonathan said.

When asked about working together, Jonathan and Elan confess that, at times, they fight with each other. They said it's their way of figuring things out. Sometimes, they challenge each other, saying things like "I don't think that's as good as an idea you could have." As siblings, they feel that the family relationship allows them to be more candid in their exchange of ideas.

"The key to being siblings is that you can't walk away," Elan said. "You might be mad at the moment, but tomorrow you're going to be back at the table. So, in a lot of ways, I think it is an absolute blessing."

Elan and Jonathan's film *306 Hollywood* is available to buy or rent on iTunes and was televised nationally on the PBS show POV on March 18. Follow along on Facebook and Instagram @306hollywood.

THE KAMINSKYS

NOAH KAMINSKY '09, COREY KAMINSKY '11, AND JESSE KAMINSKY '15

The Kaminskys come from a family in which science is in the DNA and discussed at the dinner table. Their parents, who raised the family in Riverdale, The Bronx, believed in the benefits of an exemplary public school education. The three siblings went to The Anderson School in Manhattan and their parents prepared them to take the Hunter test. Their father, a genetic researcher at Weill Cornell Medical College, drove them to school on most mornings. Their mother, who holds a doctorate in molecular biophysics, heads her own patent law firm.

Noah was the first to come to Hunter and became active in the sciences as well as athletics. He recalled that one of his strongest memories was of AP Chemistry in 11th grade with Ms. Reiss, who fostered a classroom environment that "was different than any other classroom that [he] had been in." In Ms. Reiss' class, Noah said students would learn something new, tasked with figuring things out on their own, and then came together in small groups to work out solutions to problems.

Mr. Zegers' creative writing class also stood out for Noah, where students wrote emotional pieces of poetry or prose. "I never felt like we dug into each other's personal lives as much as we did in that class... I think the most interesting text that we read came from something personal and that was enlightening to see in a Hunter classroom." In Mr. Mehlman's 10th grade English class, Noah was exposed to Toni Morrison's *Song of Solomon*, and also read *The Odyssey* and *Hamlet*.

The AP Chemistry class that Noah took led him to take on an independent study with Ms. Reiss in organic chemistry. She built a class for him from the organic chemistry curriculum

NOAH KAMINSKY

COREY KAMINSKY

JESSE KAMINSKY

that she had studied in college and let him become her teaching intern in his senior year. He was able to intern in a 10th grade chemistry classroom, which is now no longer possible. Students are now only able to intern in ninth grade or below. From that involvement, he taught the entire chemistry class on certain days and had become a kind of support teacher, helping students in the classroom work out problems. At the conclusion of his senior year, Ms. Reiss told him he should consider teaching for a career, and she said, "Wouldn't it be funny if you came back and were my colleague someday?"

In response, Noah said he wanted to study science theoretically and explore outside interests before considering a return to the classroom.

But Ms. Reiss' words were prophetic—Noah was hired to teach full time at Hunter in 2016 as a middle school science teacher. He currently coaches the soccer team and has also coached the track team. Athletics remained close to the heart for Noah, as he was active on the track team, the soccer team, and the swim team for all of his years at Hunter. His first exposure to sports came from a friend, who said, "I think you should try this, I think you'd be good at it."

Other extracurricular activities he engaged in included singing in the concert choir in senior year, writing for the Brick Prison Playhouse, participating in the Math Team from eighth through 10th grade, contributing writing for *Argus*, and taking part in the Scholastic writing competitions. He and some of his friends also formed a club called Papa Plays Checkers, which focused on board games. They met once a week after lunch.

For college, Noah set his sights on either the alma mater of his mother, the University of Oregon, or that of his father, Cornell University. He was accepted to Cornell and majored in the Science of Earth Systems. At Cornell, he explored all aspects of science after he discovered that he wasn't interested in being in a laboratory anymore.

"I wanted to do science outside and was always interested in the natural world," he said.

He expanded the roster of his courses, including geology and environmental science, but eventually returned to geochemistry in his final year of undergraduate study. In his senior year, he took on a teaching internship for a laboratory class and learned about the graduate program at the American Museum of Natural History, which led to his becoming a teacher.

Corey entered Hunter two years after Noah and followed in her family's footsteps, keeping her focus on the sciences. Noah described her as being "way more involved in the science department than [he] was."

Starting in her junior year, Corey helped the entire science department by working with Ms. Sewell to prepare the components of the lab classes. In that way, all of the solutions for chemistry labs were already made by the time the students walked into the classroom.

"It was a nice experience for me because I could keep doing something that I was passionate about and get more experience working in a lab," Corey said.

Thanks to Noah's encouragement, Corey was also active on the track team. In her ninth grade year, he told her, "you have to do this; it'll be really good for you." She may have resisted his suggestion at first, but over time she grew to enjoy the practice time and meets. The chemistry lab preparation and time spent with the track team are some of her strongest Hunter memories. In her eighth grade year, there was a swimming requirement, but the pool was under renovation. Instead, there was one day that she and her classmates went to a pool to take a swim test. For the rest of the semester, though, they took up wrestling with Mr. Gaudenzi, where the class' one on one practice moves were divided by gender.

She also decided to take up soccer and was involved in Term Council, which was a form of student government that provided oversight for school activities and special events. She and her some of her friends formed the Panini Club, which was a group of students who wanted to make sandwiches.

"Because we were an official club they had to let us use the faculty lounge, which was really fun," she remembered.

Corey is currently in her fourth year of a Ph.D. program at the Massachusetts Institute of Technology, with a focus on chemistry. She attributed her interest and aptitude in chemistry to Ms. Reiss' class, like Noah . . . and also like Noah, she completed her undergraduate study at Cornell. Their father, a professor in the medical department at Weill Cornell, denies that he had an influence in where two of his three children went to college!

When Jesse arrived at Hunter, he was ready to engage in many of the same subjects and extracurricular activities that his older siblings had done. The track team had been established for middle schoolers and he took full advantage of that training, as he did with soccer from ninth to 12th grade. He was captain of the soccer team his senior year and remembers playing handball with his friends in the courtyard.

Jesse came to the school in Corey's junior year, and he met a lot of her friends from her grade. They would often refer to him as "the cute, little, tiny Kaminsky." Socially, Corey and Jesse met up with their groups of friends in different parts of the city, including Chinatown, Flushing, and Union Square. Corey recalled that Noah looked out for her after she arrived at Hunter, and she did the same for Jesse once he came to the school. During her entire time at Hunter, her experience was shared with either her older or younger brother. She remembered people would often comment on how much she looked like Noah.

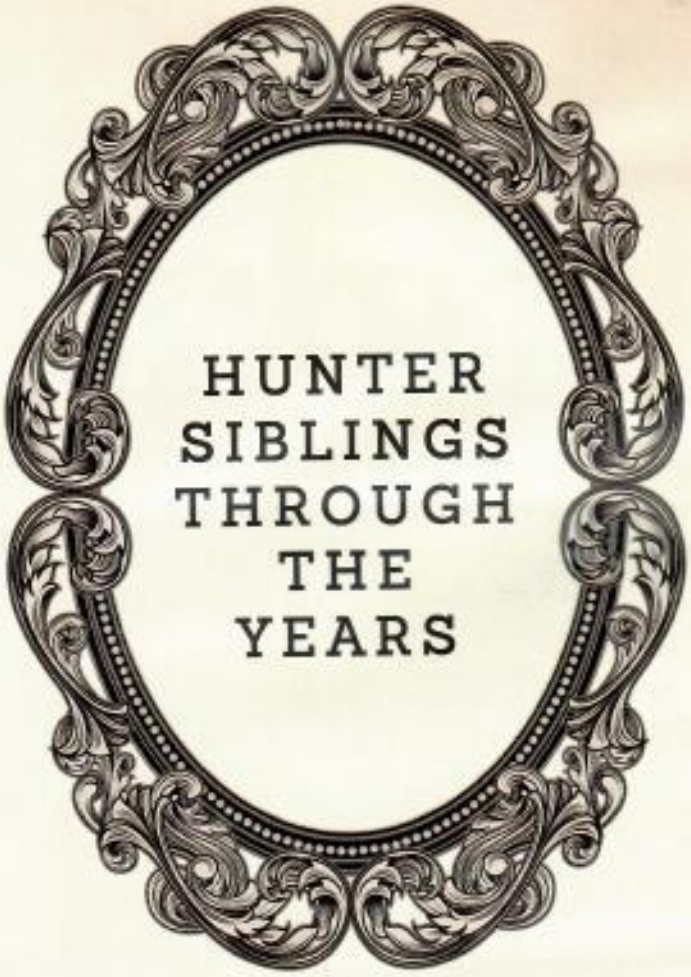
Writing was very important to Jesse, and he felt that Hunter's rigorous approach to one's written work was a critical factor in preparing him for college. At Hunter, Jesse wrote for a science magazine that was started by some friends of his called *The Leading Strand*. Now currently a senior at the University of Pittsburgh, he has a double major in Bioinformatics and Neuroscience and writes for the university's *Pitt Pulse* magazine.

The Kaminskys have each given back to the school in different ways. For Noah, in addition to teaching and coaching, he has been involved in the admissions process when the high school asks for teacher volunteers. He has also taken part in Hunter's Spring Open House for prospective parents.

Corey has gone back to talk to students in the Science Research Symposium, and gives tours of MIT to some of Noah's student-athletes who are looking at colleges.

After graduating from Hunter, Jesse would return to the high school while on break from college and help the students who ran track and practiced pole vault. He was once the only pole vaulter, but there have been a few more students who have since taken up the discipline. Due to his younger brother's interest in pole vault, Noah has also begun coaching students in that practice.

The family is also currently providing significant support to the I-HELP Liberia program started by HCHS Laboratory Technician Mr. Randolph. Their mother is currently on the board of I-HELP Liberia and the three siblings hope to go to Liberia in the near future to share their knowledge as part of the teacher training program enacted in the country.



HUNTER SIBLINGS THROUGH THE YEARS

These are some of the other sibling alums that we are aware of. If you have not been included in this list, please let us know.

Eli Adler '03
Nuriel Adler '02
Artemis Anninos '87
Gregory Anninos '86
Felipe Archondo '14
Larissa Archondo '16
Diane BALK Palguta '76
Laraine BALK Hope '73
Nayla Bautista '03
Ramzi Bautista '04
Ryan Baxter '08
Whitney Baxter '03
Naomi BLOCK Stern '36
Suzanne BLOCK Meyerowitz '47
Richard Boylan '89
Kristina Boylan '91, Ph.D.
Margaret BRODERICK Moser '55
Maureen BRODERICK Gartenberg, Jan. '52 (deceased)
Josh Centor '00, Ph.D.
Marni Centor '80
Henry Chan '98
Julie Chan '01
Christopher Chiang '16
Erik C. Chiang '13
Aaron Cholden-Brown '11
Louis Cholden-Brown '08
Andrew Clateman '84
Peter L. Clateman '86
Patricia CRENSHAW Wilson '77
Dave Crenshaw '81
Eva L. Dietz '95
Nicholas Dietz '97
Dorothy DUROUX Hansmann '36
June DUROUX Foster '38 (deceased)
Myrna EDELMAN Watanabe Brazaitis '66, Ph.D.
Phyllis Edelman '71.
Blossom EDELSTEIN Aronson '47
Ilene EDELSTEIN Beckerman, Jan. '53.
George I. Fan '88
Grace Fan '89
Joel Fan '87
Nancy I. FAN-Paul '87, M.D.
Thomas Fan '99
Amy Farber '71
Judith FARBER Gelfand '67
Gena Feist '87
Nicole Feist '85
Benjamin Firester '18
Kalia D. Firester '15
Barbara D. Fried '83
Judith M. Fried '81 (deceased)
Haley Graham '01
Caitlin Graham '05
Celeste Griffin-Churchill '03
Justine Griffin-Churchill '07
Dominic Grove '96
Alexis Grove '96
Matthew Grove '93
Celeste Guth '78
Amber A. Guth '74, M.D.
Bernadine Healy '62 (deceased).
Suellen HEALY Manning '60
Joy E. Hecht '74, Ph.D.
Caroline G. Hecht '72
Gwyneth Horton '96
Olivia Horton '99
Ryder B. Kessler '04
Judd B. Kessler '00
Sarah D. Kimble '03
Peter Kimble '09
Anna R. Kovner '92, Ph.D.
Sarah Kovner '91, Ph.D.
Jason Lupatkin '09
Daniel Lupatkin '11
Boat M. Lynch '12
Cocoa Lynch '14
Pearson Miller '10
Katherine Miller '12
Mara NESBITT Aldrich '69 (deceased)
Perry Nesbitt '65
Anne L. Oaklander '75, M.D.
Christine I. Oaklander '76, Ph.D.
Ghenet Pinderhughes '06
Sienna Victoria Pinderhughes '02
Rebecca Poyourow '86
Erik Poyourow '89
Ariel Ramchandani '03
Talya Ramchandani '07
Mark Rosenzweig '84
Vicki Rosenzweig '81
Caroline ROSS Grossman '93
Juliet M. Ross '96
Ben Samuels-Kalow '08
Jacob Samuels-Kalow '03
Zachary S. Schlesinger '13
Julia Schlesinger '10
Michael Schott '10
Samantha Schott '07
Simon Schreier '06
Daniel Shalev '04
Ariel Shalev '10
Jamie Shapiro '16
Jenna M. Shapiro '13
Kristin Sheehan '91
Paul Sheehan '89
Ian Smith '14
Emmet Smith '17
Erik Sofge '94
Neal Sofge '65
Sara Neva Towber '95
Michal TOWBER Prywes '98
Karina M. Xie '15
Sarina Xie '14
Naomi YAVNEH Klos '80, Ph.D.
Tenli Yavneh '76
Nikhil Yerawadekar '02
Sameer Yerawadekar '96
Max Zhou '14
Belinda Y. Zhou '13

THE ALUMNAE/I ASSOCIATION

The Purple Society

In the last issue of *AlumNotes* we reported on the launch of our new Purple Society as a way to provide greater recognition of the leadership, loyalty, and legacy generosity of our donors. Alumnae/i who make gifts of $1,000 or more (less for alumnae/i one to five years after graduation) to our Annual Fund Campaign or toward their Class Gift in fiscal year 2019 will be recognized as Charter Members of the Society. For a list of current Charter Members and the many ways to become a Purple Society member, please see our website at HCHSAA.org/Purple-Society.

Purple Society Charter Members exemplify philanthropic leadership through their generosity and vision and serve as an inspiration to fellow Hunter students, alumnae/i, parents, and friends. Annual giving is critical to the Alumnae/i Association's ability to support the recruitment, development, and advancement of the gifted students and alumnae/i of Hunter College High School. To learn more, please contact Elyse Reissman, Executive Director, or make your gift online now at HCHSAA.org/Support-the-Association/Ways-to-Give/Donate.

Join the Alumnae/i Association Board of Directors

The Hunter College High School Alumnae/i Association welcomes interested candidates to apply to join its Board of Directors for the fiscal year beginning September 1, 2019. We would like to hear from you if you live in the New York City area and/or can attend six in-person meetings per year, have skills in areas such as fundraising, business, finance, law, marketing, nonprofit management, technology, or communications, and would like to be considered for board service.

This year we are also looking for those who are alums with children currently enrolled in the school, as well as HCHS teachers who are also alums. Others wishing to serve are also most welcome to apply.

The HCHSAA is a volunteer social and charitable organization committed to the recruitment, development, and advancement of the gifted alumnae/i and students of HCHS. Our mission is to sustain a social and professional network for alumnae/i and to provide support to the high school and its students. The Board of Directors is composed of a diverse group of women and men from the classes of the 1950s to the 2000s who feel strongly about giving back. Accepting this position requires quality time to attend and actively participate in board meetings and committee work throughout the year. Board members serve as active ambassadors of the school and candidates should have good communication skills and work well in collaborative environments.

Board terms are three years. Directors may serve up to two consecutive terms and then serve again after a one-year hiatus.

Please submit your letter of interest and résumé by April 30, 2019 to governance@hchsaa.org.

Hunter College High School

REUNION

As always, the Alumnae/i Association has a great Reunion weekend planned, culminating in the General Assembly on Saturday, June 1. Visit the Reunion page at https://bit.ly/2kuat65 to sign up for the event, or use the form at the back of this edition of *AlumNotes* to register.

WHAT IS THE GENERAL ASSEMBLY?

We come from many different backgrounds and situations. We traveled to school from all five boroughs, by subway, by bus, and by foot. We attended different buildings, from the castle on 68th Street to the brick prison on 94th Street (and even an office building in Midtown). We listened to news from the front lines in Europe and Vietnam and Afghanistan. We are all-girl and we are co-ed. Our families come from all over the world, and our careers span across every discipline. We are a diverse community with completely different experiences and memories. But we have one thing in common: we are all Hunterites.

The General Assembly is a chance for Hunterites to gather together as a single community.

The General Assembly is our chance to come together, not only to share our own experiences, but also to learn about ourselves through the stories of others. It is the only time of year when we, as a whole, can experience the rich, wonderful, total meaning of our alma mater. We are Hunter. Let's celebrate together.

JUNE 1, 2019

HCHSAA Board Member Spotlight

AlumNotes catches up with **Eli Adler '03**, a Hunter College High School Alumnae/i Association board member, who just returned from a round-the-world trip to start a new job. Below, he talks about his travels, his profession, and the value of board service.

ELI ADLER '03 (FRONT) AND NURIEL ADLER '02

***AN*: Tell us about your experiences travelling.**

EA: I took a serious break from work for the first time in my career to travel for six months, or about the same amount of vacation as the previous 11 years combined. I've been telling people for years that I would visit "one day," and this year I was able to surprise them by actually showing up on their doorsteps.

When you're doing one thing for a long time you can rationalize it by tricking yourself into thinking that what you're doing is more important than it is. By traveling, I was able to try different things, including more reflective activities like hiking, reading, and thinking.

***AN*: Tell us about your new job.**

EA: I'm an equity options trader at Citadel Securities. Options are complicated. There are many opinions you can express (not just if a stock will go up or down) [and] thousands of ways to position yourself for it, and you can do this in thousands of stocks that each represent a publicly traded company. But in the end there are discrete choices, everything is expressed in numbers and there are clear outcomes, which gives it a game-like structure.

***AN*: How did Hunter prepare you for your job?**

EA: Hunter Elementary had an emphasis on game-playing as a part of our learning experience, and right from the start I was able to join and contribute to our very successful chess team. I'm lucky to say this, but Hunter chess directly led me to my career (with a stop at poker—which I picked up at HCHS—on the way).

***AN*: Why did you join the board?**

EA: Hunter was a big part of my family's life. I went there for 13 years, my brother **Nuriel Adler '02** for 14, my mom was an assistant kindergarten teacher for a couple of years, and my dad helped create sets for school plays. We all had very positive experiences, and it was free! I want others to have access to free high-quality education, and supporting Hunter seems like the most direct and effective way to provide that.

***AN*: What can you share with other alums to encourage them to join the board?**

EA: You get to be one of 20 passionate people working toward the same goal. I find the experience unique. Everyone has different skills and things they want to work on, and you can find a committee that fits you. For example, I have no interest in governance, but am interested in grants and finance.

***AN*: What's the most important contribution you've made?**

EA: We fund as many immediate Hunter projects as we can, but sometimes we save for future projects, and I helped make it so that we'll be able to earn interest on money that's saved for later.

***AN*: What's your greatest satisfaction of serving on the board?**

EA: I like feeling strongly connected to the school. I've been more active at events like reunions, retirement parties, other good meet-ups, or meeting with the administration. Some of these activities are physically inside Hunter, which brings back a positive whirlwind of emotions and memories.

***AN*: What's been your biggest challenge?**

EA: I've never made decisions with a group this large. My approach has to be more deliberate and thought through, and I have to be prepared for opposition and debate.

***AN*: Tell us about your brother.**

EA: Nuri was a year older than me at Hunter, so he passed down both knowledge and sweatpants. We're quite similar and were on a bunch of Hunter teams together: chess, soccer, math, and track and field. And we still share some of the same Hunter friends.

He's good at so many things that he's branched away from math and games—that makes one of us. He's in education, works at the College Board, and has been working on a new platform rolling out to all AP teachers and students next year. And he performs stand-up comedy, often with other Hunter grads!

The Official HCHS Black & Latinx Alumni Group is Here

The Black and Latino Facebook Group now has a new name: **The Official HCHS Black & Latinx Alumni Group.** Its purpose is two-fold. First, it serves the community of Black and Latinx Hunter graduates, creating a space for conversation and networking both online and in person. Second, they advocate for initiatives committed to increasing the number of Black and Latinx students at the school through recruitment, development, and successful completion of their HCHS degrees.

The group is organized to fund raise for and organize diversity programs, scholarships, mentoring opportunities and other activities we identify to support Black and Latinx students of the school. It is committed to ensuring that Hunter remains a place where New York City kids from every background can flourish.

Sign up for updates at www.facebook.com/groups/746727192052261/.

Documenting the Struggle for Equality

For Black History Month, the Alumnae/i Association organized a private tour of "Black Citizenship in the Age of Jim Crow," an exhibit that was on view at the New-York Historical Society. Former social studies chair and NYHS docent Susan Meeker led our group through the show, which contained sculptures, photographs, and related artifacts including shackles that were cut off of the legs of freed African-Americans. Ms. Meeker explained how the 14th and 15th Amendments to the Constitution allowed all races of people to become citizens under the law, though segregation was what ensued. The group asked several pertinent questions, including one relating to the origin of term "Jim Crow," which was a minstrel's song and dance performed in blackface. She also relayed that the 1876 election of President Rutherford B. Hayes, whose decision to pull the military out of the southern states, enabled the rise of white supremacist groups like the Ku Klux Klan to take hold in the South.

Ms. Meeker joined our group for lunch at Caffe Storico, where the lively discussion continued. Lunch was both enjoyable and delicious!

IN MEMORIAM

Liane WIENER Atlas, Jan. '39, 95, of Washington, DC, passed away on January 4, 2018. Atlas was a Vassar graduate who went on to become a U.S. Treasury and State Department economist. She founded the Washington Print Club and volunteered at the National Gallery. Atlas spent her free time donating art, traveling the world, going to the theater, and participating in philanthropy. She was married to the late Martin Atlas and is survived by their sons, her grandchildren, her great-granddaughter, and 1,001 dear friends.

Memorial donations may be sent to Planned Parenthood.

Evelyn RAMU Auffant, Jan. '41, 94, of Charlevoix, Michigan, died peacefully on January 1, 2019. Born in 1924 to Louis and Augustina (Hoffman) Ramu, Auffant attended Hunter College.

Auffant was a devout Christian and was an active member of the First Baptist Church of Tarrytown, New York. After moving to Charlevoix, she became a member of the Community Reformed Church. In her younger years she hosted neighborhood Bible studies and continued to regularly attend Bible studies throughout her life. Auffant was kind, compassionate, and a sincere friend to all she knew.

She cherished her family and was affectionately known as "Mimi." She was a devoted wife, mother, grandmother, and great-grandmother. Auffant enjoyed reading and was a talented piano player who loved music. Before retiring, she spent many years working as a legal assistant at a law firm in New York.

In 1943 she married John J. Auffant at the First Spanish Baptist Church in New York City. Together they enjoyed 68 wonderful years of marriage before he passed away in 2011.

Auffant is survived by her children, grandchildren, great-grandchildren, sister, and many nieces and nephews.

Memorial contributions can be given to the Community Reformed Church Memorial Fund, or Safe Haven Breakfast Club, also at the church.

Doris KLEIN Lelchook, Jan. '41, 94, died on December 5, 2018, in Arlington, Virginia. Lelchook grew up in what was then the small Bronx village of City Island, four houses from the shore. The daughter of old-world immigrant parents from Hungary, she knew to keep quiet in her position among families in the neighborhood. Still, she was a lively and curious student and graduated as valedictorian of her elementary school class at PS 17, in January 1937. Because the island had no high school of its own—and still doesn't have one—she was forced into competition for spaces in the available public high schools in Manhattan.

She began her college education at Cornell University in 1941, where she decided to major in sociology. During wartime she met Sidney Lelchook, who was studying engineering, and, they married in 1947. She was already studying social work at what would become the Columbia University School of Social Work. With a semester to go, she left school to follow Sidney to his engineering job at Syracuse China, in Syracuse, New York.

They relocated to Boston several years later and the next chapter of her life took off. Birthing three children, she combined being a wife and mother with volunteering first as a librarian, then with the League of Women Voters and becoming the founder of what would now be called a start-up: the Newton Shoppers' Bus and Shoppers' Program for the Elderly.

She became a regular part of the mayor's advisory committee, but also needed to earn some money to support her growing family. She had started Hebrew School the same year as her 8-year-old daughter and was already studying for her bat mitzvah and becoming a Torah reader at Temple Emanuel in her mid-50s. So, she applied for a job with Brandeis University's Judaica Department and became executive secretary to Dr. Marshall Sklare. She also worked as a sociological interviewer for Harvard-MIT Urban Studies, where she participated in such now well-known research studies as Sen. Daniel P. Moynihan's family study, around 1963.

She would become the longtime president and program chairwoman of her local Na'amat group, Jewish Women Labor Zionists, under Golda Meyer. She held the position until she left Newton, Massachusetts with her son, at the age of 94½.

Many people would have fought to stay in Newton, the city where she had spent half a century, to be comfortable. But to Doris, "comfortable" meant being among the members of family. As a runner with a walker, she made lots of new friends at the Sunrise Assisted Living in North Arlington, Virginia.

Lelchook is survived by two grown children and was predeceased by her husband and younger son. She has five grandchildren and two great-grandchildren between America and Israel.

Phoebe MARAVEL Tompkins, Jan. '42. Loved for her readiness to laugh, eloquent quoting of the ancient classics, and love affair with words and dictionaries, Tompkins was born in Brooklyn, New York to Greek immigrant parents in 1925. She attended Hunter College and graduated from Columbia University Law School in

1947. Predeceased by her husband of 60 years, she is the beloved mother of her son and two daughters and favorite yia yia of her five grandchildren and her four great-granddaughters.

Claire STEMPEL Bushman, Jan. '44, 90, died on August 5, 2018, after fighting illness with tremendous strength and courage. Bushman passed away surrounded by her loving and proud family. She received a bachelor's degree from Hunter College at a time when most women did not attend college. Her proudest accomplishment, however, was her eight children and six grandchildren. She was the most loving soul and she will be cherished forever.

Sylvia G. HENDERSON Ballatt '44, passed away on January 27, 2014, following a long illness related to COPD and ALS. Ballatt was born Sept. 28, 1927, in New York City, the second child of Archibald Henderson and Agnes O'Loughlin Henderson. In 1931, the family moved from Manhattan to the Bronx, where they maintained a residence through the 1990s.

Following high school, Ballatt entered the prestigious Bellevue School of Nursing, widely considered the founding institution of modern nursing, and earned her registered nurse certification in 1948. She served as a civilian nurse on the military transport ship USS Muir, tasked to bring home U.S. World War II veterans. She then was employed as a staff nurse, clinical instructor of anatomy, physiology and microbiology at Bellevue, Morrisania, and Brooklyn hospitals. Ballatt earned her Bachelor of Science in Education in 1953 from Hunter College, her Master of Arts in 1960 from Hunter College, and pursued doctoral studies in education administration at Fordham University.

She married Donald Ballatt in 1957 and had a long career as an educator and administrator in the New York City public school system. She began teaching nursing at Julia Richman High School, on Manhattan's Upper East Side. She rose to become assistant principal in 1969 and then principal in 1971. In 1981, Sylvia was selected to be principal of Clara Barton High School in Brooklyn, a magnet school offering advanced, specialized training programs in the health professions. In 1983, she was tapped to be superintendent of Bronx high schools. In 1984, she was appointed executive director of the New York City Board of Education, High School Division, overseeing all New York City public high schools and becoming the first woman to hold this position. After more than 30 years in education, Ballatt retired in 1987.

Following retirement Ballatt continued her lifelong career of service to the community as a volunteer and advisor to several nonprofit organizations, including the telephone crisis hotline Contact We Care and the Martin Luther King, Jr. Association. She was also a devoted member of her church, where she was an active congregant, lay leader, and elder for nearly 30 years. In addition to her unending commitment to education and charitable service, Ballatt had an enduring love for the arts. She was a lifelong patron of numerous area arts organizations and held a particular passion for the Metropolitan Opera and the New York City Ballet.

She is survived by her sister, **Dorothy Henderson, Jan. '41**, her daughter, son, daughter-in-law, and three grandchildren.

The family requests that friends consider donations to Willow Grove Presbyterian Church or to the ALS Association—Greater New York Chapter.

Muriel PASKIN Carrison '44, 90, died on November 18, 2018. A graduate of Hunter College, she obtained her doctorate degree in sociology from the University of Southern California in 1969.

In 1969 Carrison joined the faculty of California State University, Dominguez Hills. In addition to teaching, she was active in University and community programs: Director of Teacher Corps, Coordinator of Foreign Student Services, evaluator and consultant for Los Angeles county school districts, and resettlement planner for Cambodian refugees. In 1975, she was elected to *Marquis Who's Who of American Women*.

Carrison traveled widely and visited every continent except Antarctica. She loved learning about the many cultures and traditions of the world. Among others, she journeyed on the Silk Road, visited Nairobi, Kenya, went to China, and cruised numerous seas, rivers, and canals, frequently taking her children and grandchildren with her.

MURIEL PASKIN CARRISON

She was an active and involved member of the community until the very end. She passed away quickly and peacefully, with her daughter and granddaughter by her side. She is survived by three of her four children, five grandchildren, two great-grandchildren, and many cousins with whom she was extremely close her entire life.

Sybille LIEBRECHT Colby, Jan. '46, Ph.D., died on September 11, 2018 in Sleepy Hollow, New York. Born Ursula Sybille Liebrecht, on May 2, 1929 in Liegnitz, Germany, she emigrated to the U.S. with her parents in 1936. She grew up in New York City and attended Barnard College. In 1949, she married Theodore Jarvis, but they later divorced. In 1950, she graduated valedictorian and summa cum laude from Barnard and was awarded the Murray Fellowship and a Fulbright Scholarship. She earned an M.A. and a Ph.D. in German from Columbia University and taught German at Barnard. In 1965, she married Thomas Edward Colby III, but they also later divorced. In 1968, she became a charter faculty member of Kirkland College in Clinton, New York, where she taught literature and became Chairperson of the Humanities Division. After Kirkland's demise, she taught, and was a dean, at Guilford College in Greensboro, North

Carolina. She then became Academic Dean of Russell Sage College in Troy, New York, from which she retired in 1998 to Chatham, Massachusetts. She remained active, including volunteering at the library, tutoring children in English, visiting shut-ins, and co-authoring the book, *One Nation Indivisible* (SUNY Press 2001). She traveled internationally for walking tours and the opera.

Colby is survived by her son, daughter, and four grandchildren.

Donations may be made to the International Rescue Committee.

Esther BASSETT Shuster, Jan. '47, 89, was a lovely, intense, sharp-witted, and caring individual who died at her home on January 6, 2019, which is how she wanted it. In her last few years, she would often remind her family that she "had a good life."

She would also say, "And you'll miss me!" That is true.

The family suggests donations to Holy Cross Hospice or any Jewish charity of your choice.

Masha KABAKOW Rudman '49, Ph.D., died at home in Amherst, Massachusetts on January 30, 2019. She was born in the Bronx on January 16, 1933 to Benedict and Rose (Wolf) Kabakow and attended Hunter College. Due to her achievements, she was inducted into the Hunter College Hall of Fame in 1973.

A supporter of civil rights throughout her life, Rudman became an early member of the NAACP while at Hunter College. She met her husband the summer she was 16 at the Workmen's Circle Camp Kinder Ring, where they were both counselors. Her career began when she taught elementary school in the Bronx, and she later received her doctorate in education from the University of Massachusetts, Amherst.

Rudman began teaching as an instructor at UMass in 1963, where she remained until her retirement at age 78. As a beloved professor of education, she won both the Distinguished Teacher Award and the Outstanding Teacher Award more than once. Well known in the education community for her groundbreaking work in The Integrated Day Program, children's literature and multiculturalism, reading instruction, and teaching methods, Rudman hosted an influential children's literature conference and continued doing so through its 35th and final year at UMass.

She and her husband Sy enjoyed yearly visits to Puerto Rico where they were part of the arts and education community. One of her greatest pleasures in recent years was her arthritis exercise class.

Rudman is survived by her three daughters, her two sons-in-law, her grandson, and her sister.

Memorial donations may be made in support of the Masha Rudman Issues in Children's Literature Collection. Checks can be made to: Library Collections, W.E.B. DuBois Library, Room 415, UMass Amherst, Amherst, MA 01003-9275.

Donations can also be made to Amherst Meals on Wheels.

Lenore BAUMRITTER Patton '54 was born in Allentown, Pennsylvania on November 22, 1936. She passed away in Hampton, New Hampshire on October 8, 2018 after a short period of home hospice. The daughter of Polish and Jewish immigrants, Patton was raised in East New York, Brooklyn, and Bethpage, Long Island.

Hunter College High School had a profound effect on Patton. She was proud of the diversity of the students there, at a time when the same could not be said of many schools. Hunter was also ahead of the nation in instilling in the young women who attended a sense of confidence, self-worth, and importance. She gloried in the noteworthy accomplishment of Hunter graduates, frequently pointing them out in the newspaper and other media. Later in life, she maintained contact with a small group of her Hunter classmates. The relationships continued until the day of her passing.

Patton went to Hofstra University in 1958 and married Gary W.R. Patton in 1961. The couple remained married for 57 years. In 1969, she and her family moved to Indiana, Pennsylvania, where her husband taught experimental psychology, and she earned a master's degree in public administration at the Indiana University of Pennsylvania. She went on to found and direct Indiana's Alice Paul House, a domestic violence and rape crisis center. In 1997, Patton and her husband retired to Hampton, New Hampshire. In both Indiana and Hampton, she was a passionate advocate for social and economic justice, and especially for women's issues. She was the first woman on the Indiana school board, and the first woman to chair the Indiana County Democratic Committee. She later chaired the Rockingham, New Hampshire Democratic County Committee, thus serving as a county chair in two different states. Patton was open and welcoming to international college students from many countries, and her family hosted students from Costa Rica, Finland, Turkey, Denmark, Brazil, Argentina, China, Japan, and the Canary Islands.

In addition to her husband, Patton is survived by her brother, daughter, son, and four grandchildren.

Carol Anne Pratt '64 passed away suddenly on November 8, 2018. She graduated from Marymount Manhattan College. In the late 1960s, Pratt was a debutante in Manhattan and Washington, DC. Her first love was music, and she was both a soloist and choir member at parishes in Manhattan, Yonkers, and North Palm Beach, Florida. Her career spanned five decades in both investment banking and at a prominent international engineering firm. Through her interest in family history, she was accepted into the Daughters of the American Revolution in the mid-2000s, as a descendant of several revolutionary patriots.

Pratt was preceded in death by her love, Neil Gray, 82. She is survived by her sister and brother-in-law, both of Virginia Beach, Virginia, as well as cousins and sons.

Her kindness and generosity were felt by her family and friends. Her loving sacrifice to her mother Lillian and Neil will be remembered always.

Barbara KOLODZIEJ Jensen '65, 71, passed away on December 8, 2018 in her home. She had been suffering from non-Hodgkin's

lymphoma and its complications.

She grew up in Manhattan and graduated from St. Lawrence University. She earned her M.S. and Ph.D. in Experimental Psychology from The Pennsylvania State University. Though her working career was cut short by illness, Jensen remained professionally active after teaming up with a group of gerontologists studying behavioral and sociological aspects of aging. Working from home, she conducted statistical analyses, wrote sections of research reports, and edited and rewrote others. Over the course of her career, she appeared as a coauthor on 25 research articles published in professional journals. She was a voracious reader and avid learner throughout her life.

Jensen will be remembered by her friends for providing unwavering support when needed most. She is survived by her husband of 38 years, Paul Jensen.

Remembrances may be made to the Fairfax Library Foundation, the National Psoriasis Foundation, or the American Cancer Society.

Susanna Kirkbride Scott '74, died at her home in Bridgehampton, New York on February 15, 2019. Known to many as "Suki," Scott was born and raised in Greenwich Village, Manhattan, and summered in Bridgehampton all her life. She earned a bachelor's degree in English from Colby College in Maine, graduating in 1978, a master's in library science from Columbia University in 1985, and a master's in public health and nutrition from Hunter College in 2011.

A member of the New York County Lawyer's Association, she worked for many years in the law library of the distinguished firm of Davis Polk Wardwell in New York. In 2012, she started Kirkbride Cataloguing, a bibliographic company dedicated to cataloguing and arranging small public and private collections.

Ms. Scott was predeceased by her father, Tom Scott, a composer and folk musician, and her mother, Ruth "Toni" Walton Scott, an artist and longtime editor of the craft column at "Family Circle" magazine.

A memorial service will be held in New York City in the Spring.

Paul Hoftyzer, '92 passed away suddenly on February 4, 2019. He was an important presence at Brooklyn Technical High School, where he was Assistant Principal of Health and Safety, and had been a part of the tech community for more than 20 years. Prior to serving as Assistant Principal, Hoftyzer was a chemistry teacher, programming chair, and coach. He had dedicated his heart and soul to the school, and in turn will remain a significant part of the school's heart and soul.

WE HAVE ALSO BEEN NOTIFIED OF THE PASSING OF:

Joanne SLAVIK Lenard '40,
died 10/2018

Naomi MECKLER Price, Jan. '48,
died 1/6/2016

Nina RATZERSDORFER Masters '48,
died 8/22/2016

Elayne SHASKAN Hack, Jan. '53,
died 11/2018

Rosemary FRANKEL Furman '54,
died 2009

Elsbet BREREN Wallace '58,
died 12/30/2018

Jane WEINERMAN Cotnoir '64,
died 1/3/2019

Andrea Abrahams '77,
died 11/2018

Paul Dorosin '93,
died 2018

CORRECTIONS

Vanessa Biery '92
She is survived by her husband, their daughter Brooke Willoughby, age 6, and her mother, Lucille Biery. She is predeceased by her father, William Biery. In our Fall 2018 issue, we had neglected to name Vanessa Biery's surviving family members.

Judith KLEIN Steinman, Former Faculty
In the Honor Roll of Giving, Judith KLEIN Steinman was listed as a graduate of the Class of 1960. She did not graduate from the school. She attended Bronx High School of Science and was former HCHS faculty, serving as Chairman of the Science Department from 1984-1996.

Take pride in your alma mater and show your support of the school with a purchase of HCHS Alumnae/i Association items

HUNTER T-SHIRT
$15 / $10 (Youth)
100% PreShrunk Cotton Short Sleeve Tee
Sizes Youth to 2XL

HUNTER WOMEN T-SHIRT
$25
100% PreShrunk Cotton Short Sleeve Tee
Limited sizes remain

24 OZ HEAVY COTTON CANVAS HUNTER TOTE
Large size 23" x 14" x 7"
27" Handles $45
Small Size 15" x 12" x 5"
22" Handles $35
Outside pocket, spot clean/air dry

100% COTTON TWILL HUNTER BASEBALL CAP
$30
Adjustable leather strap closure
Cool-Crown (TM) mesh lining

INSULATED WATER BOTTLE
$30
Stainless Steel 25oz Water Bottle
Leak resistant carrying handle

SWEATER BEAR
$30
11" Plush Toy

T SHIRT BEAR
$20
8" Plush Toy

To purchase, visit www.HCHSAA.org and click shop. All prices include domestic shipping.

Payment Form

If you wish to only receive your future copies of *AlumNotes* electronically, check this box ☐

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MEMBERSHIP

Dues **support services for alumni** including the publication of *AlumNotes*, and subsidizing Reunion, Programs, HUNTERConnects, and Networking Events.

CIRCLE ONE

Levels	Benefits	1 Year	5 Year
BASIC	Annual subscription to *AlumNotes*. Discounted admission to Reunion and other programs throughout the year. Eligible to vote at the Annual Meeting of Members.	$45	$225
DUAL	Same benefits as above for two family members at the same address	$75	$375
SENIOR	Same benefits as above for the class of 1974 and earlier	$30	$150
JUNIOR	Same benefits as above for the class of 2014–2017	$35	$185
NEW GRADS	Same benefits as Basic for the class of 2018	FREE!	$140
PREMIUM	Same benefits as above plus your choice of a free gift (below, exclusions apply)	$100	$500

CONTRIBUTIONS

(Gifts to the 2018-19 Annual Fund **support Hunter College High School** extracurricular activities and academic departments.) Gifts are tax-deductible to the extent allowed by law, and, if this is your Milestone Reunion year, will be counted towards your class gift. Please check one:

☐ $75 ☐ $125 ☐ $250 ☐ $500 ☐ $1,000 ☐ Other Amount _____ ☐ This is a Class Gift

BEQUESTS

The Amethyst Legacy Circle recognizes and honors those alumnae/i who have made a commitment to the future of the Alumnae/i Association and Hunter High by including us in their estate plans. You may become a member of The Amethyst Legacy Circle by designating a gift to the HCHSAA in your will or trust or by naming the Association as a beneficiary of a retirement plan or life insurance policy. To learn more, go to www.hchsaa.mylegacygift.org or call us at 212-650-3349.

☐ I have designated a gift to the HCHSAA in my estate plan. ☐ Please contact me to discuss my gift.

ANNUAL MEETING PROXY

I am unable to attend the Annual Meeting of Members but hereby appoint Lawrence Chan, Claudia Justy, Raymond Tsao, Anne Silverstein, and Peggy Blumenthal acting as the Officers of the Hunter College High School Alumnae/i Association, Inc., as my proxy to attend the Annual Meeting of the Hunter College High School Alumnae/i Association, Inc. to be held on June 1, 2019 or any continuation or adjournment thereof, with full power to vote and act for me and in my name, place and stead, in the same manner, to the same extent, and with the same effect as though I were personally present at said meeting.

_____ Initial / I am a member of the HCHSAA.

MERCHANDISE

Cost includes postage and handling. Please circle size for tee-shirt(s)

Quan.	Item	Color (circle)	Cost	Size (circle)	Subtotal
	Adult T Shirt	Purple / Grey	$10 (Youth) / $15	Youth / Sm (34-36) / M (38-40) / L (42-44) / XL / 2X	$
	"Woman" T Shirt	Yellow / Grey (text)	$25	Sm (34-36) / M (38-40) / XL	$
	Canvas Zip Tote		$35 / $45	Sm / L (large not available as a member benefit)	$
	Water Bottle		$30		$
	T Shirt Bear		$20		$
	Sweater Bear		$30		$
	Baseball Cap		$30		$
				☐ THIS IS MY FREE PREMIUM MEMBER BENEFIT –or– MERCHANDISE SUBTOTAL	$

☐ My check is enclosed. –or– ☐ Charge to my (circle one) AMEX MC VISA _____ Exp: _____

NAME YEAR PREFERRED EMAIL